

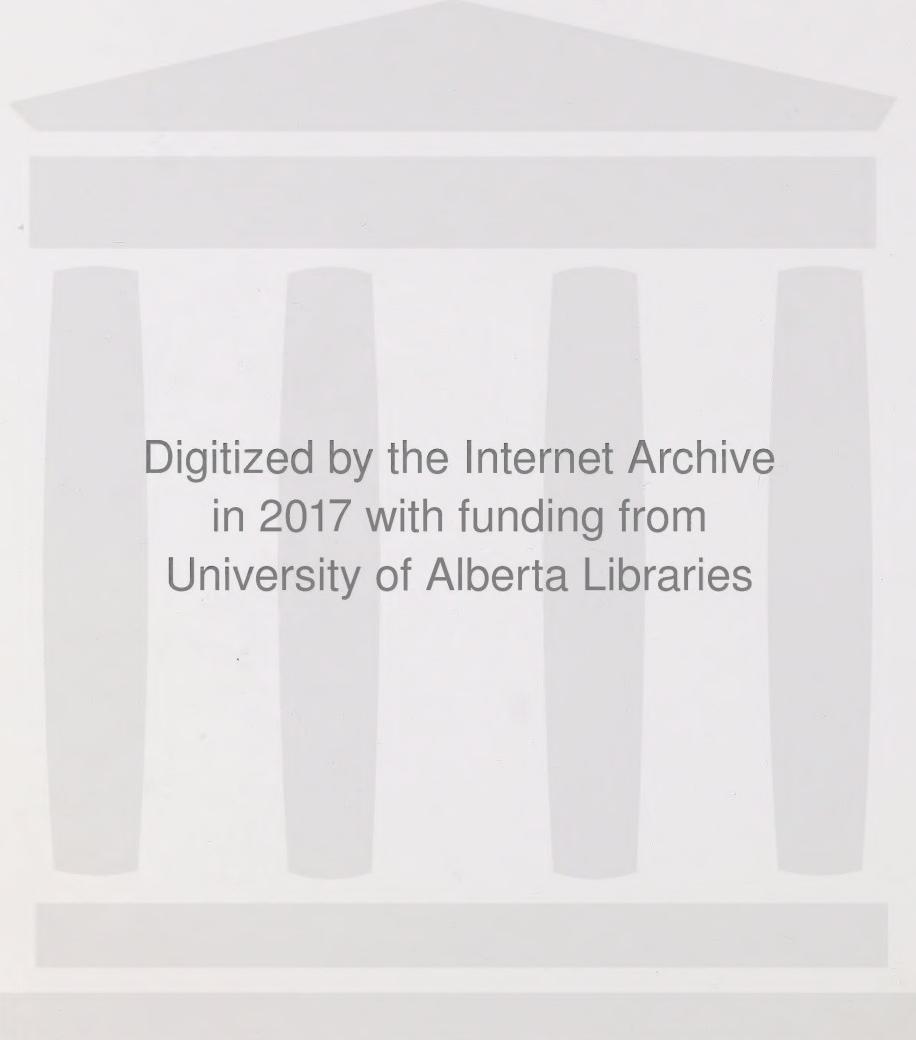
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Module Two

## Module 3A: My Canada



# ThematiC



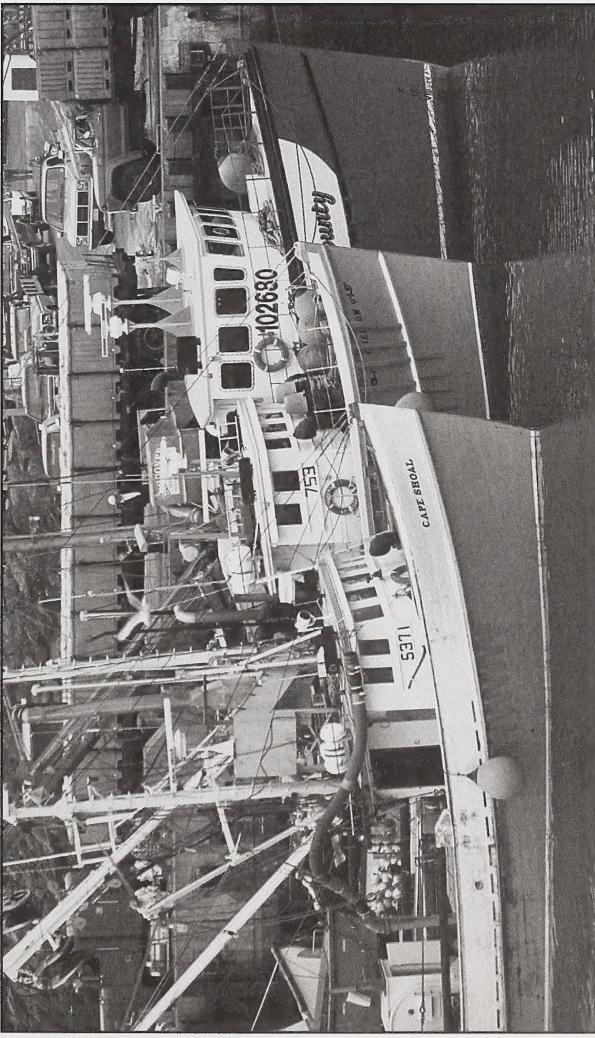


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# Grade Two Thematic Module 3A: Day 1 to Day 9

# My Canada



Grade Two Thematic  
Module 3A: My Canada  
Day 1 to Day 9  
Student Module Booklet  
Learning Technologies Branch  
ISBN 0-7741-2066-5

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Student Module Booklet.

This document is intended for:	
Students	<input checked="" type="checkbox"/>
Teachers	<input checked="" type="checkbox"/>
Administrators	
Home Instructors	<input checked="" type="checkbox"/>
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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# Welcome to Grade Two Thematic

Read all the text to the student as he or she follows along.

Do you sometimes think about all the people you see and wonder what they do while you're in school?

Have you ever wondered what children in other countries in the world do for fun? Do you think they learn about the same things you do?

Have you ever tried to make something float on water, but it kept sinking? Did you ever wonder how magnets work, how to make a map, or why you have to brush your teeth every day?

You will find out about all these things and much more in the coming year. So get ready for a great adventure in learning!



Look at the books on this page. They show the different, fun things you will be working on throughout the year. Your home instructor will tell you all about the books you will be using this year.

Go over the diagram with the student. Read the title of each Student Module Booklet and briefly discuss what it might be about. Tell the student that he or she will write assignments after certain lessons. These assignments will be sent to the teacher to be marked.



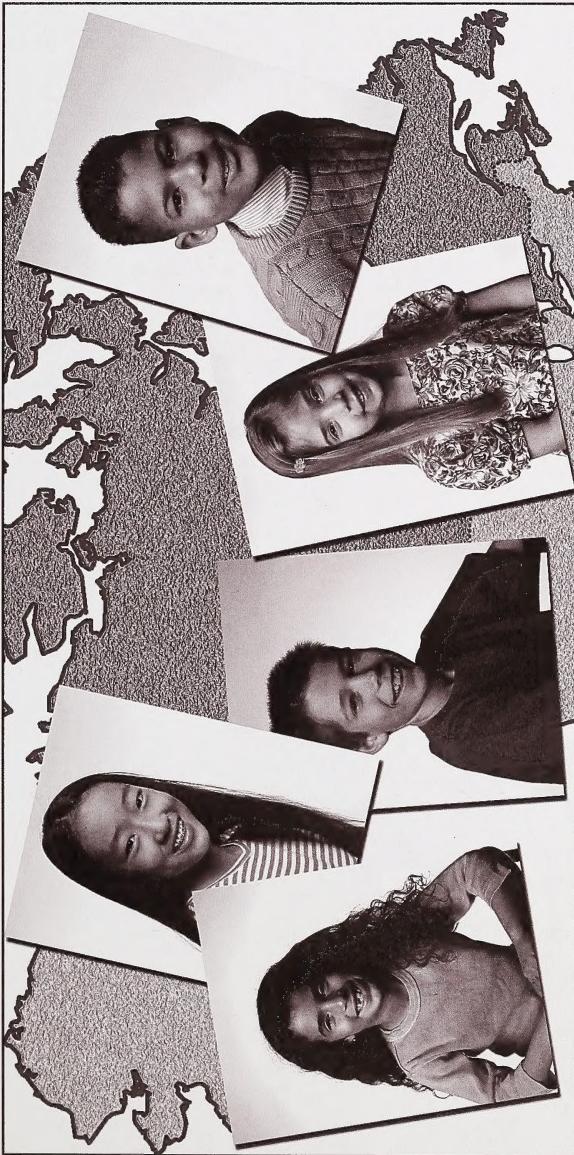
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# My Canada



You live in a great country. You are going to learn more about it in this module.

You will read about children who live in other parts of Canada. Some live in communities much different from yours.

Read the text to the student while he or she follows along, or the student may read the text aloud on his or her own.

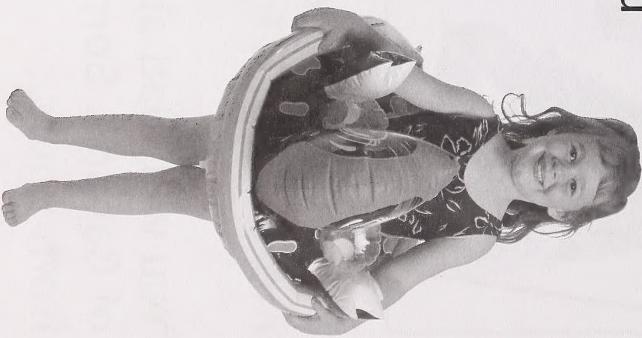
Sometimes, though, they live in communities much like yours!



Parts of Canada can be very cold in the winter. You will find out how families and animals there keep warm. Some parts, however, can be very warm in summer. Do you know how people who live there stay cool?

In this module you will read and write about people and places in Canada. You will also learn how you and other Canadian children share the same things.

So get ready to begin Module 3!



# Day 1: This Is Where I Live

Canada is a very large country with prairie, forests, rivers, lakes, and mountains. There are many farms, villages, towns, and cities in Canada, too.

Where do you live?



## Calendar Time

Review the days of the week and the months of the year.

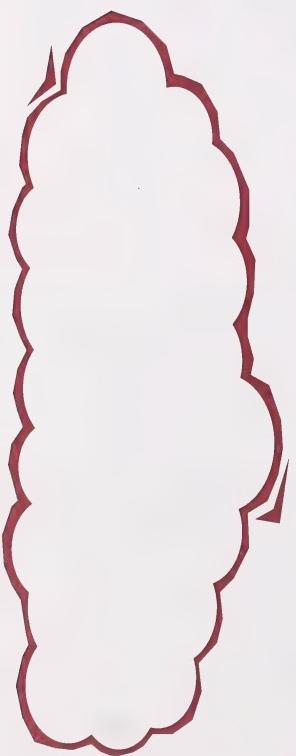
Say the days of the week aloud.

Say the months of the year aloud.

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



What is the weather forecast for today?

Discuss today's forecast with the student.



Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Work on Module 3: Day 1.

## Journal Time



Take out your journal. Turn to the Personal Writing section.

Take a few minutes to think about what you would like to write about.

For example, is there something interesting that happened in your community?

Are there any up-coming events in your community?

Discuss the current weather with the student.

Discuss topics the student might write about pertaining to his or her community.



Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top.

## Music and Movement

From the *Ideas That Sing!* Volume 1 CD, play the song "Zip-a-Dee-Doo-Dah."



It's time to move and have some fun.

First, listen to the song  
"Zip-a-Dee-Doo-Dah."

This gives you a good opportunity to observe the student's basic locomotor skills. Demonstrate different movements and have the student follow your lead.

Change movements at every verse. Begin with walking. Then follow with other movements, such as hopping, skipping, jumping, and galloping.



Now try some different moves!

You can learn to sing this song, too!

Following are the words to "Zip-a-Dee-Doo-Dah."  
Read them aloud first, and then sing along with your home instructor.

Play the song again. This time, have the student move in a variety of ways throughout the song, such as rolling, leaping, sliding, galloping, climbing, and swimming. (If possible, do these movements on a non-carpeted area.) Try to allow equal time to all movements.



This is a happy song. Sing it with enthusiasm!

Play the song and sing along with the student.

## Zip-a-Dee-Doo-Dah

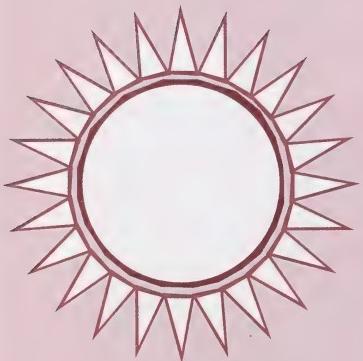
This is just the kind of day  
That you dream about,  
When you open up your heart,  
A song pops out.

Zip-a-dee-doo-dah zip-a-dee-ay,  
My oh my what a wonderful day,  
Plenty of sunshine heading my way,  
Zip-a-dee-doo-dah zip-a-dee-ay.

Mister Bluebird on my shoulder,  
It's the truth it's actual,  
Everything is satisfactual.

Zip-a-dee-doo-dah zip-a-dee-ay  
Wonderful feeling, wonderful day.

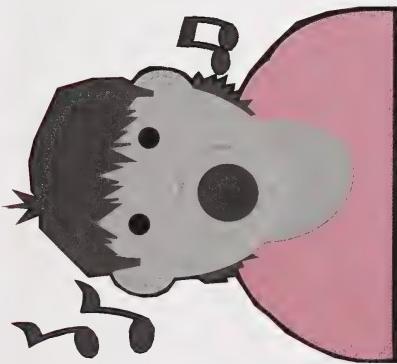
(Song Repeats)



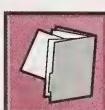
<sup>1</sup> Jerry Brodsky, "Zip-a-Dee-Doo-Dah," in *Ideas That Sing! Volume 1*, Kim and Jerry Brodsky (Toronto: Kim and Jerry Brodsky, 1988), 28. Reproduced by permission.

What things in the song make for a wonderful day?

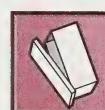
Think of some wonderful days you have had. What made them so wonderful?



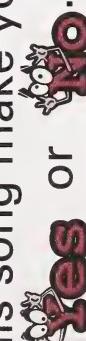
Take out a sheet of unlined paper.



Take out your crayons or paints.



Does this song make you feel happy?  
Circle **yes** or **no**.



Have the student respond to the questions orally. “Plenty of sunshine,” and “Mister Bluebird on my shoulder” make a wonderful day.

Have the student talk about some wonderful days he or she has had.

Draw and colour or paint a picture of a wonderful day that you’ve had. Listen and sing to the song as you do so. Print **My Wonderful Day** at the top.

Refer to the Home Instructor’s Guide for information about this activity.



Refer to the Home Instructor's Guide for information about this activity.

## The Country Where I Live



This is a map of \_\_\_\_\_.

Did you say **Canada**? Circle **Yes** or **No**.

What is the name of the province or territory you live in? \_\_\_\_\_

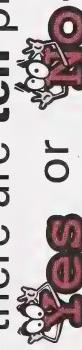
Discuss where the student lives.

Colour in that area on the map with a red crayon.

What is the name of the village, town, or city you live in or are closest to? \_\_\_\_\_

Draw a star ★ on the map to show where that town or city is.

Did you know that in Canada there are **ten** provinces and **three** territories? Circle **yes** or **no**.



Look at the map on page 10 again. Which territories or provinces are near your territory or province?



Ask the student if he or she can point out the provinces and territories. The student is to be aware of them only at this point. If the student is interested and ready for more information, each province and territory may be pointed out separately.

**Look at this map of Canada. The provinces are shown in grey and the territories are shown in red.**



**Jenna Randell lives in the town of Inuvik in the Northwest Territories.**

Locate Northwest Territories on a map of Canada. Show the student where Inuvik is. If you are using an atlas, show the student how to find Inuvik in the index. Then locate the town on the map using the geographical co-ordinates to expose the student to this procedure. (The student is not required to know how to use the index at this point.) Then point out where Inuvik is on this map and have the student indicate it with a black dot.

**Put a black dot on the map to show where Inuvik is.**



When someone asks Jenna where she lives, she tells them, "I live in Inuvik, Northwest Territories, Canada."

Stan Lau lives in Vernon, British Columbia.

Can you locate Vernon on the map of Canada?

Locate Vernon on a map or an atlas. Use the same procedure as before.

**Stan tells people he lives in Vernon, British Columbia, Canada.**

Point out where Vernon is on the red and grey map.

Locate Mayo on both maps as well.

**Stan's Uncle Roger lives in the village of Mayo in the Yukon Territory.**

**Roger tells people he lives in Mayo, Yukon, Canada.**

**Put a black dot on the map to show where Vernon is.**

**If someone asked you where you live, what would you say? Print it on the following lines:**

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Locate the student's home on a map in the atlas and on the map on page 12. Have the student say and then print the name of his or her community, province or territory, and country. For example, "I live in Slave Lake, Alberta, Canada." Assist the student with printing the community, province, and country on the lines.

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Complete Day 1: Assignment 1 in your Assignment Booklet.



## Break for lunch.



### Silent Reading

Enjoy your reading time.

Refer to the Home Instructor's Guide for information about this activity.

Both you and the student read silently for ten minutes.

### A Community Web

Remember, a **community** is a group of people living in the same location. Think of all the people and things you see in your community.

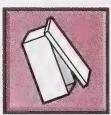
Tell your home instructor about them.

Make a **community web** together.

See the Home Instructor's Guide for an example of the *community web*.



## Reading



Take out the book *People! Places!*

**Look at the cover of the book *People! Places!***

Have the student answer the questions orally. Have the student look at the title and then through the book to see if the stories fit the title.

**Look through the book.**

**Do you think the stories fit the title?**

Have the student find that the first selection is on page 3 and is called, "Community Snapshots."

**Turn to the Contents page.**

**What is the title of the first selection?**

**What page is the first selection on?**

**What do you think will be included in the selection?**

The student should notice that pictures or photographs will be included.



## Who is the author of "Community Snapshots"?

There is no illustrator, but there is a photographer.



Who do you think took the photos?

Look at the pictures in the **photo essay**.

What kinds of things do you see that make up a community?

Read the photo essay with your home instructor.

Have the student print the answers on the lines. The author is **Jean Morrison**.

Explain that there is no illustrator as there are no illustrations. There are actual photographs.

The photographer is **Jean Morrison** as well, since there is no separate credit for the photographer.

Point out the term *photo essay*. Explain that the student will learn what that means as he or she reads the selection.

Point out key words and ideas as you look at the pictures in the selection. Some ideas may be as follows: a place to live; different people; different kinds of homes; different languages spoken; different clothing; all kinds of work; all kinds of fun.

Read the selection with the student. Take turns reading paragraphs.

After the student reads the selection silently, have him or her answer the following questions orally.

Now read the photo essay on your own.

Are there any photos that remind you of your own community? Circle **Yes** or **No**. Which ones?

Which photo showed you something you have never seen before? Which photo made you curious?



In the community in the photo essay, what are some things that people do to have fun?

What things are fun for you in your community?

How is the community in this photo essay the same as your community?

How is it different?

How do different kinds of people make a community an interesting place to live?

What did you learn about a photo essay from reading “Community Snapshots”?

If you said a photo essay tells about a topic by using photographs and words, you were correct.

Your home instructor will help you put the information about what makes a community in a chart.

Refer to the Home Instructor’s Guide for information about this activity and a sample T-chart.

## New Words

These words are from the photo essay "Community Snapshots." Read them to your home instructor.

between

community

young

neighbour

Remember, if you have a hard time saying a word, you can look at how it starts. Then try sounding it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help you.

Saying a word correctly helps you remember it and spell it correctly. Say each word correctly to your home instructor. Listen to the letter sounds in each word.

Practise the **look – say – cover and see – write – check** way of learning to spell these new words.

Use the new words to complete the following sentences:

1. My best friend is also my \_\_\_\_\_.
2. What kind of services and facilities can you find in a \_\_\_\_\_?
3. The peanut butter is in \_\_\_\_\_ the two slices of bread.
4. "She's too \_\_\_\_\_ to play with us," said Sally's older brother.

The answers are neighbour, community, between, and young.

Unscramble these letters—**uhegrnobi**—to make one of the new words. \_\_\_\_\_

Have the student print the answers on the lines. The answers are neighbour and young. Remind the student to use the new words for help.

What is the opposite of **old**? \_\_\_\_\_

The answers are as follows:  
community; be, bet, we or wee.

People and places make up a \_\_\_\_\_.

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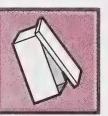
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Find three little words in the word **between**.

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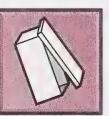
Take out four white index cards.

Print the four new words on the white index cards.  
Put the cards on your Word Wall.

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Take out your *Collections Writing Dictionary*.

Print the four new words in your dictionary.

If there are any other words from the photo essay that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

## Fun with Phonics

Here is a word from “Community Snapshots” for you to read aloud.

trailer

Say it again slowly as you look at the beginning sounds.

trailer

Do you hear **one** sound or **two** sounds at the beginning?

Two consonant sounds blend together, but each sound is heard. The **tr** in trailer is called a **consonant blend**.

Explain that the sounds of both “t” and “r” are heard.

Review that the term **consonant blend** applies to two or more consonants that come together in a word. Their sounds blend together, but each sound is heard.



Read the following words aloud.

grapes      price      bride      dress      cross      fresh

The blends are “gr,” “pr,” “br,” “dr,” “cr,” and “fr.” Explain that these are all “r blends” as the second sound is always “r.”

What are the consonant blends that you hear at the beginning of each word?

Now add a beginning consonant to the words to make new words. The new words all have **r blends**. The first one is done for you.

The answers are pride, trim,  
train, and braid.

c + rib \_\_\_\_\_ **crib**

p + ride \_\_\_\_\_

t + rim \_\_\_\_\_

d + rain \_\_\_\_\_

t + rain \_\_\_\_\_

b + raid \_\_\_\_\_

**Complete these sentences using **r** blend words.**

Have the student fill in the blanks. The answers are dress, tree, bread, and drive.

1. She wore a pretty pink \_\_\_\_\_ to the party.
2. I like to climb the tall \_\_\_\_\_ in our yard.
3. Nancy likes to use white \_\_\_\_\_ to make toast.
4. "Will you \_\_\_\_\_ me to the airport?" he asked.



Dictate the following sentences as the student prints them.

1. I love grapes.
2. My sister has a green frog.
3. Who took my tray?
4. My mother has a red dress.

Upon completion check the spelling, punctuation, and circled words with the student. The words with "r blends" are grapes, green, frog, tray, and dress.

Print the sentences on the lines as your home instructor says them. Circle the words with **r blends** with an orange crayon.

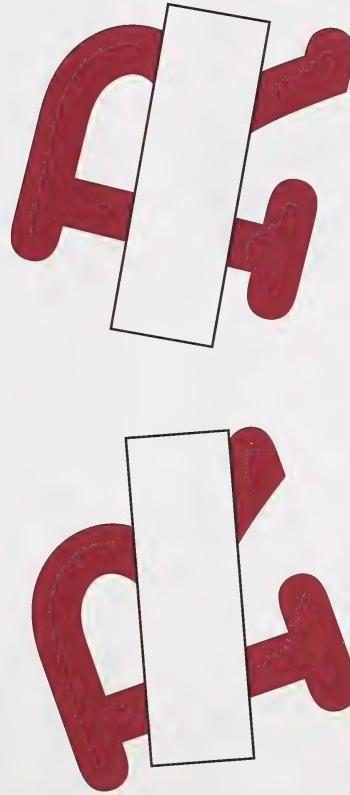
1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Now it's your turn to think of more words with **r blends**. Print two words that have **r blends** in the following boxes.



Have the student think of two "r blend" words and then compose sentences using the words. The student prints the sentences on the lines.

Write two sentences using your **r blend** words.

1. \_\_\_\_\_
2. \_\_\_\_\_

Refer to the Home Instructor's Guide for more information.

 Do pages 95 and 96.



### Enrichment (optional)

Refer to the Home Instructor's Guide for more information.

If you have time, your home instructor will help you do an extra activity!

### Looking Back

Today was your first day of the new module.

What part of the day did you like best? Why?

What part was the hardest? Why?

What part was the easiest? Why?

What are you looking forward to learning about?

What would you like to tell your teacher about today's lesson?

Turn to Assignment Booklet 3A and complete Day 1: Learning Log. Have the student include his or her comments.

### Story Time

Your home instructor will read aloud to you. Find a favourite spot, relax, and enjoy the story!



## Sharing Time

It's time to share some of the things you did today with your family or friends. For example, you could choose one of the following:

- Read the photo essay "Community Snapshots."
- Show your community web or T-chart and talk about things that make up a community.
- With a friend or family member, sing "Zip-a-Dee-Doo-Dah." Move to the music together.

## Day 2: My Community

There are many different people who make up your community.

They live, play, and work together.

Is your community like the one in “Community Snapshots”?



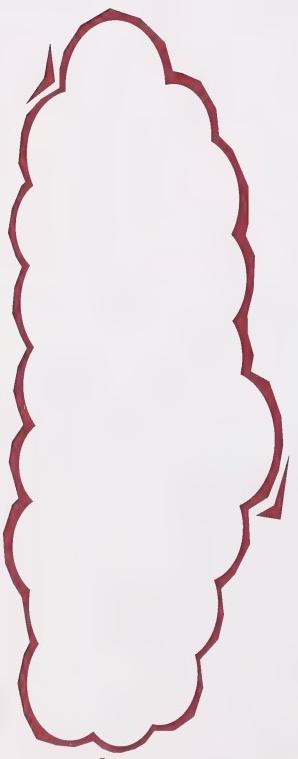
## Calendar Time

Look at your calendar. What is today's date?

Circle the day on your calendar.

Put the cards that show today's date on the  
Calendar Wall.

Today's date is



What is the weather forecast for today?

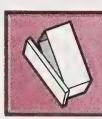
Discuss today's forecast with  
the student.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Work on Module 3: Day 2.

## Reading



Take out the book *People! Places!*

Turn to the photo essay "Community Snapshots."

Read the photo essay silently.

In the T-chart called **My Community** read the information about the community in "Community Snapshots."

Remove the "My Community" chart from the Appendix. Assist the student to read the information in the first column about the community in "Community Snapshots."



In the second column, have the student print facts about his or her own community. Refer to the Home Instructor's Guide for information on this activity.

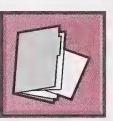
**In the column beside it, fill in the information about your own community.**

**Look at the chart when you have completed it.**

Discuss the points on the chart and note the similarities and differences among the communities. Add any additional information in the chart that might come out in the discussion.

**How are the communities the same?**

**How are they different?**



**Put the T-chart into your Student Folder. Make sure your name is on it.**

## Journal Time



Take out your journal. Turn to the Reading Response section.

To help you think about the photo essay “Community Snapshots,” use the following sentence starters. Copy the sentence starters into your journal and finish each one.

The title tells about . . .

I liked/didn’t like this photo essay because . . .

I liked/didn’t like the pictures because . . .

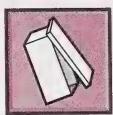
My favourite picture was . . .

Discuss each sentence starter and the student response to it. Then have the student print the response in the journal. For subsequent journal entries, the student will not be given sentence starters.

Ensure the student has entered the date at the top of the page.

Refer to the Home Instructor's Guide for more information about this activity.

## A Community Collage



Take out glue or tape and a large poster paper or Bristol board.

You studied the pictures in "Community Snapshots."

The photo essay gave you information about communities through pictures and words.

You can give information about a community using pictures, too.

Find pictures that show what a community is made up of.

Provide the student with pictures or magazines that may be used for this activity. Once the student has looked through magazines and selected pictures, demonstrate several ways of arranging them.

You're going to make a collage.



Do you remember what a **collage** is?  
Circle **yes** or **no**.



Have the student answer orally.  
A **collage** is an arrangement of assorted pictures. Discuss how a collage gives information through pictures, just like the photo essay.

Discuss appropriate titles for the collage. The pictures can overlap and be displayed at different angles. Glue or tape the backs of the pictures to the poster paper or Bristol board.

Arrange the pictures on your paper before you glue them. Give your collage a title.

When your collage is finished, display it so that the members of your family can see it.

## I Can Read Big Words

Go over some strategies for reading unfamiliar words, such as the following:

look at the first and last letters of the word to see if the letters give a clue about what the word might be; sound out the word; think of another word that looks like it; find little words in it; look for vowel teams and consonant blends.

Try to read the following words aloud.

interesting apartment carnival

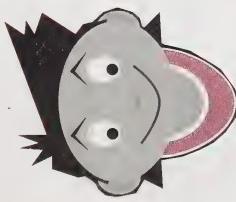
exciting community

Were you able to read these big words?

Circle



When you are reading and come to a difficult word, look at the **Reading Strategies** chart on your wall to help you.



Another strategy to help you read a big word is to read the parts of the word first. Then blend them together and say the whole word. Now try this strategy with the following words.

Introduce the strategy of working with parts or syllables of a word. (It is not necessary to have the student understand and use the term syllable at this time.) Have the student read each part of the word and then blend the parts together to make the word. Encourage the student to also look for little words and endings in the parts that he or she recognizes.

in ter est ing a part ment

ex cit ing

com mu ni ty

car ni val

First say the parts of the word. Put the parts together and say the whole word. Complete each of the following sentences by joining the parts of the word together. The first one is done for you. Read the sentences aloud.

a part ments

In the city there are lots of apartments.

ex cit ing

The rodeo is very \_\_\_\_\_.

car ni val

Everyone can have fun at a \_\_\_\_\_.

com mu ni ty

All kinds of people live in a \_\_\_\_\_.

in ter est ing

Different kinds of people make a community  
\_\_\_\_\_.

You now have a new reading strategy! Help your home instructor print it on the chart.



Complete Day 2: Assignment 2 in your Assignment Booklet.



### Enrichment (optional)

If you have time, your home instructor will help you start an extra activity.



### Silent Reading

Enjoy your reading time.

On the “Reading Strategies” chart, write in the new strategy as follows: 7. Look at the word in parts and put the parts together.

For extra practice have the student say the following words in syllables: *computer, basketball, hospital, helicopter, afternoon, museum, colourful, yesterday*. Have the student blend them into words and use them in sentences.

Refer to the Home Instructor’s Guide for information.



Refer to the Home Instructor's Guide for today's high-frequency words and strategies for teaching them.

## Words I Use Often

Look at the two words on coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

## Fun with Phonics

Read aloud the following word from "Community Snapshots."

place

Say it again slowly. Listen to the sound at the beginning.

(pl)ace

Do you hear **one** sound or **two** sounds?

## In place the **consonant blend** is **pl**.

**Remember,** in a blend, you hear the sounds of both consonants.

Read the following words aloud. Listen for the blends that you hear at the beginning of each.

blossom   flower   clock   slip   glow   plate

Turn the following into **1 blend** words by adding the consonant. The first one is done for you.

b + lack black

g + lass glass

c + ling sled

The answers are glass, cling, sled, play, and flame.

Review with the student how to sound two letters together to make a *consonant blend*.

Explain that the two sounds you can hear are “p” and “l” together. Tell the student that the “pl” sound is a consonant blend.

The blends are “bl,” “fl,” “cl,” “sl,” “gl,” and “pl.” Explain that these are all “blends” and that in “l blends” the second sound is always “l.”

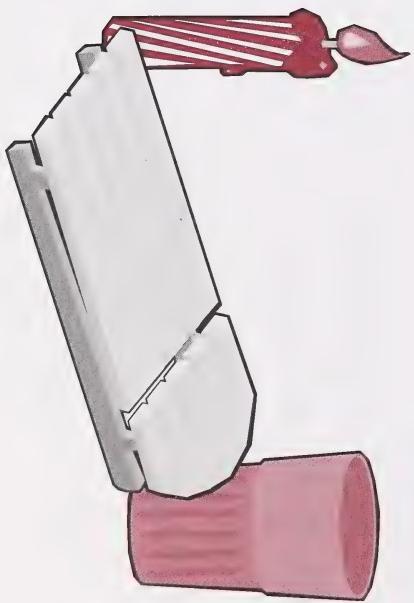
Some rhyming words are *slack*,  
*clack*; *fled*, *bleed*; *class*, *clay*;  
*sling*, *fling*; *blame*, and *claim*.

s + led \_\_\_\_\_

p + lay \_\_\_\_\_

f + lame \_\_\_\_\_

Think of words with **I blends** that rhyme with *black*,  
*sled*, *glass*, *play*, *cling*, and *flame*. (How many can  
you think of?) Say them aloud.



## Complete the following sentences using **I blend** words.

Have the student fill in the blanks. The answers are plants, glad, fly, blows or blew.

1. "Did you remember to water the \_\_\_\_\_?" asked mother.
2. Jodi asked, "Are you \_\_\_\_\_ to see me?"
3. Birds like to \_\_\_\_\_ high in the sky.
4. The wind \_\_\_\_\_ the leaves in the trees.



Dictate the following sentences as the student prints them.

1. Cut a slice of pie.
2. Look at the glass window.
3. Where is my glue?
4. I see a big black fly.

Check the spelling, punctuation, and circled words afterward with the student. The words with “l blends” are slice, glass, glue, black, and fly.

Print the sentences on the lines as your home instructor says them. Circle the words with **l blends** with a purple crayon.

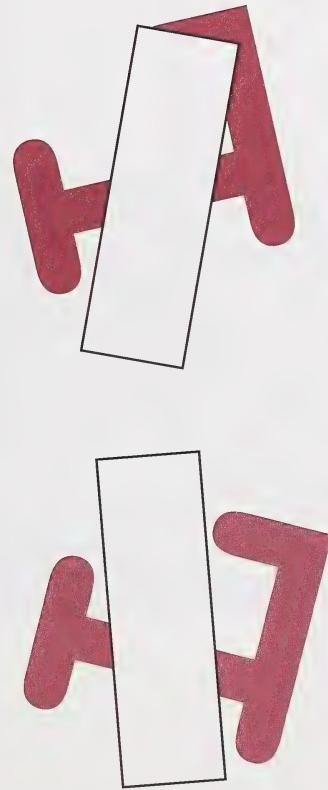
1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Now it's your turn to think of words with **l blends**. Think of two words that have **l blends**. Print them in the boxes.



Write a sentence using each **l blend** word.

1. \_\_\_\_\_
2. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Now you will be working with **l blends** in your phonics book.

Refer to the Home Instructor's Guide for information on this activity.



Do pages 97 and 98.



## Enrichment (optional)

Refer to the Home Instructor's Guide for information about this activity.

If you have time, you may want to do another activity.

## My Home Address

Refer back to Day 1 if necessary.

Do you remember Jenna Randell who lives in Inuvik?  
Circle **Yes** or **No**.

This is Jenna's house.



Jenna knows her own street address. It's 19 Spruce Hill Drive.

If your student does not know his or her address, assist with the questions until it is known well.

If you live in a town or city, you have a street address like Jenna. If you live in the country you may have a box number or a rural route in your address.

Do you know your own address? Circle **Yes** or **No**. What is it?

Print your street address, box number, or rural route on the line.

Jenna's cousin Krista sent her a letter. This is what the envelope looked like.

Krista Randell  
Box 3780  
Moose Jaw, Saskatchewan  
Canada  
S4S 2A5

Jenna Randell  
19 Spruce Hill Drive  
Inuvik, Northwest Territories  
Canada  
T6P 5C1



Near which city does Jenna's cousin Krista live?

---

In which province does Krista live?

---

In which country does Krista live?

---

What is Krista's box number?

---

Krista's home address is

Box 3780  
Moose Jaw, Saskatchewan  
Canada

Have the student look at the return address to answer the following questions orally and then print them on the lines. The city is Moose Jaw.

The province is Saskatchewan.

The country is Canada.

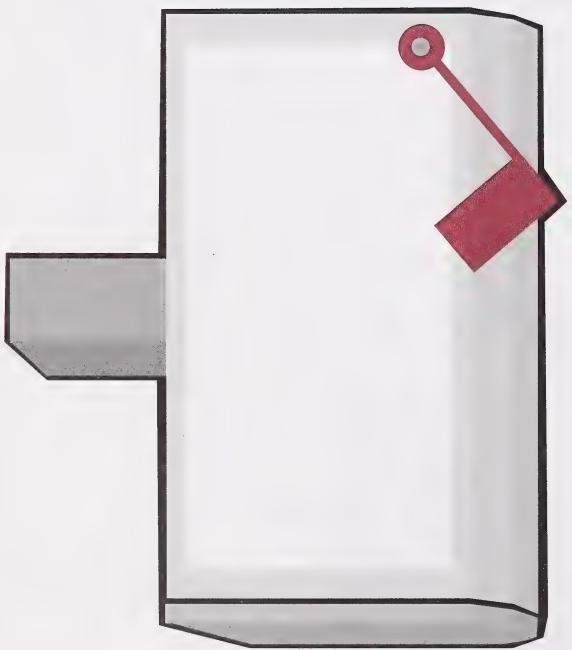
Her box number is 3780.

Explain that a person's home address includes the street address, box number or rural route, the town or city, the province, and the country.

Jenna's home address is

19 Spruce Hill Drive  
Inuvik, Northwest Territories  
Canada

What is your home address? Print it on the mailbox.



Complete Day 2: Assignment 3 in your Assignment Booklet.



## Looking Back

What have you learned about the communities from the photo essay “Community Snapshots”?

What is your home address?

What did you enjoy doing most today? Why?

What did you like or not like about making the collage? Why?

## Story Time

Relax and enjoy the story!

Refer to the Home Instructor’s Guide for information on this activity.

Turn to Assignment Booklet 3A and complete Day 2: Learning Log. Have the student include his or her comments.

## Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you could choose one of the following:

- Show your community collage. Talk about what the pictures show.
- Show the chart from this morning. Explain how your community fits with the “Community Snapshots” information.
- Read “Community Snapshots” or a selection from the story you are reading during Silent Reading.



## Day 3: O Canada!

How do you feel about living in Canada? Have you ever heard people sing "O Canada"? Do you know the words to "O Canada"?

Today you get to learn or review the words and sing the national anthem!



## Calendar Time

Review the days of the week and the months of the year.

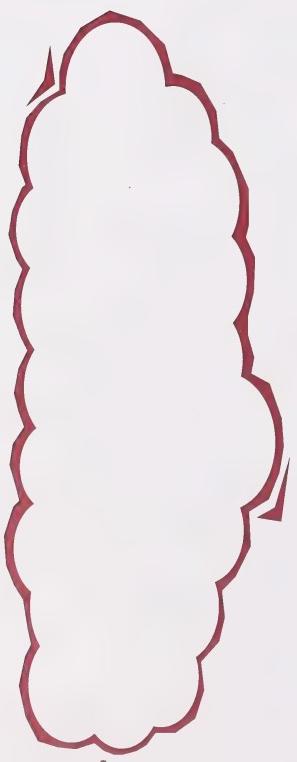
Say the days of the week aloud.

Say the months of the year aloud.

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



What is the weather forecast for today?

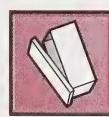
Discuss today's forecast with the student.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Work on Module 3: Day 3.

## Journal Time



Take out your Journal. Turn to the Personal Writing section.

Take a few minutes to think about what you would like to write about.



Suggest the student write what he or she enjoys most about living in Canada. This might include activities, such as skiing, skating, or playing in the snow or on the beach. It may include going to celebrations, such as rodeos, carnivals, and so on.

For the movement portion of the lesson, have the student do the following set of activities:

1. Run around the play area (the classroom or another room where the student can run freely), doing eight sit-ups in each corner.
2. Sit cross-legged or with feet together in the centre of the room. Then skip to one corner of the room and roll back to the centre of the room. Jump up and down five times.
3. Have the student do one or two of the following: touch his or her nose to a chair or other piece of furniture in the room; press his or her back to a wall; put his or her ear to the door; put his or her shoulder to a window; squat on his or her knees to the floor.
5. Shake your hand and go back to his or her desk.



**It's time to get moving!**

## Music and Movement



Have you ever heard "O Canada" played or sung?

Circle **yes** or **no**.



If you did when was it?

Why do you think people all across Canada play "O Canada" and sing along to it?

Have the student answer the questions orally. Recall times the student might have heard "O Canada" played, such as at a sports event or a concert, on Canada Day, on the radio or television, or at a community gathering.

Some Canadians like to show their respect and honour for their country by singing "O Canada."



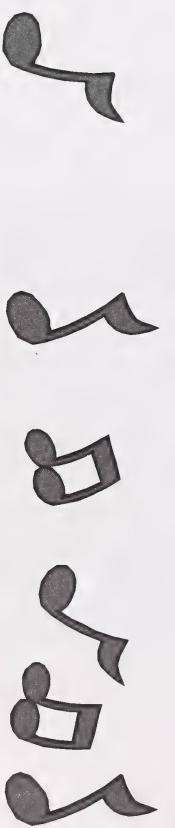
A national anthem is a song that praises a country. Explain that "O Canada" is Canada's national anthem.

"O Canada" is Canada's **national anthem**. Some Canadians like to sing it when they get together for certain events. Although it had been sung for many years before, "O Canada" became the national anthem on July 1, 1980.

### Listen to "O Canada."

If you have a recording of "O Canada," play it for the student and sing along with it. If not, sing it for the student (the words follow). The sheet music for "O Canada" is in the Home Instructor's Guide if you would like to play it for the student.

You are going to learn the words to "O Canada," so you, too, can sing along when you hear Canada's national anthem.

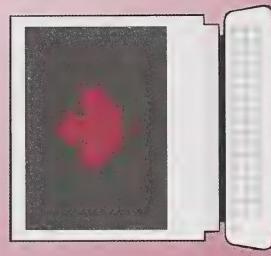


Following are the words to "O Canada." Read them aloud with your home instructor.

Read the words to the song several times with the student. When you feel he or she is ready, sing it together.

## O Canada

O Canada!  
Our home and native land!  
True patriot love in all thy sons command.  
With glowing hearts we see thee rise,  
The True North strong and free!  
  
From far and wide,  
O Canada, we stand on guard for thee.  
God keep our land glorious and free!  
O Canada, we stand on guard for thee.  
O Canada, we stand on guard for thee.



Visit the Canadian Heritage website at

<http://www.pch.gc.ca>

From the "A-Z Index," select "National Anthem: O Canada" to listen to the anthem and read about its history.

## Did You Know?

Canada is the largest country in North America.



## What's North America's second largest country?

The United States is North America's second largest country.

## Reading



Take out the book *Welcome to Outport Newfoundland*.

**How would you feel if you had your writing and photographs published?**

Tell the student that this book was written by grade two students and their teacher at Sandstone Elementary School in Newfoundland.

Have the student answer the questions orally.

Together, find Newfoundland and Labrador on the map of Canada. Share what you know and what the student knows about Newfoundland and Labrador.

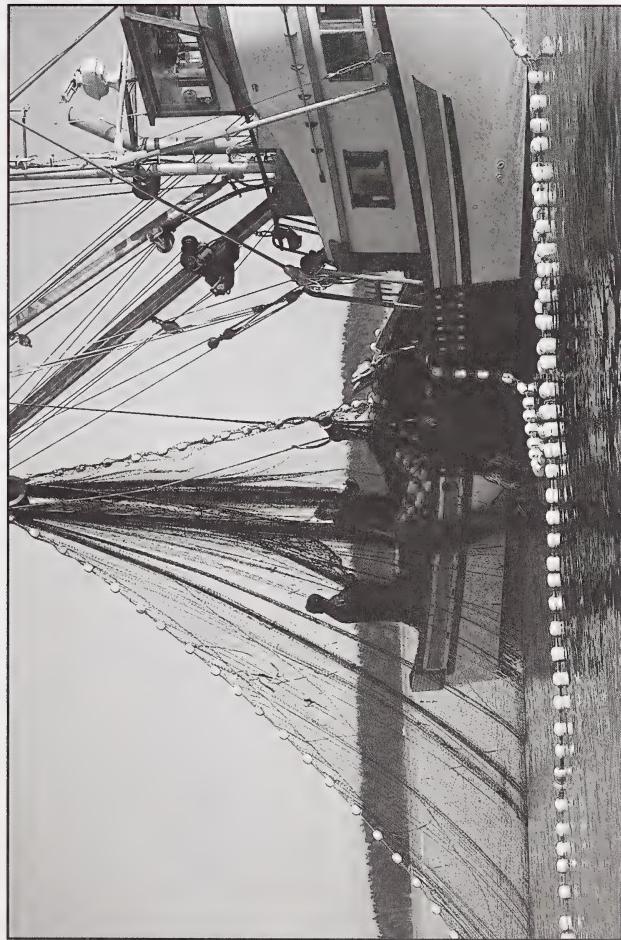
**Can you find the province of Newfoundland and Labrador? Newfoundland is where the events in the book *Welcome to Outport Newfoundland* take place.**

Look at the cover of *Welcome to Outport Newfoundland*.

Now look at the photographs in the book.

What do the pictures tell you?

Talk about the pictures and have the student describe what he or she sees in the community.



Turn to the first page in the book.

Have the student print the answers to the questions on the lines. The authors are David Tulk and the grade two class of Sandstone Elementary School.

## Who are the authors?

There is no illustrator. The book contains photographs.

Is there an illustrator? Circle **Yes** or **No**.  
Why not?



The photographer is David Tulk.

Who is the photographer?

Read pages 2 and 3 aloud.

Discuss that sandstone is a compound word made from the words sand and stone.

What kind of word is **sandstone**? What two words are in **sandstone**?

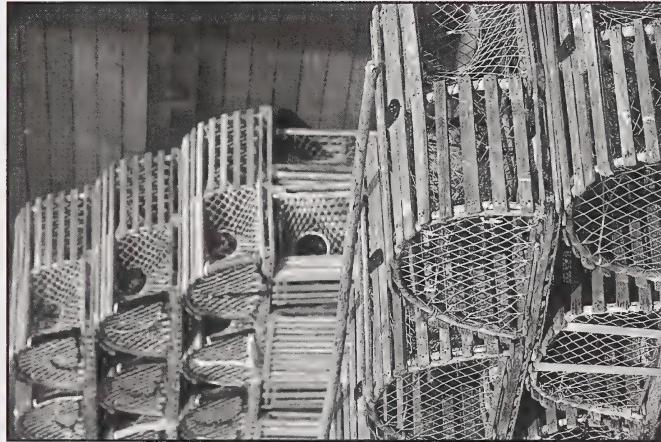
Look for compound words as you read the selection.

Read pages 4 to 7.

What do you think the traps in the picture are for?

Read pages 8 and 9.

Do you know now what the traps are for?  
Circle **yes** or **no**. What are they for?



The traps are to catch lobster.

*Fisherfolk* or *fishers* are terms to describe people involved with fishing. Fisherfolk is used instead of fishermen because Byron's mother and father both fish.

Read the inside back cover to the student and discuss it. Explain how Outport is not the name of a specific place but rather a collective name for many fishing villages in that part of Newfoundland. Tell the student that Aspen Cove and Ladle Cove, where the students in the book live, are fishing villages. Talk about how the main source of income in fishing villages comes from fishing.

Read pages 10 and 11.

What do you think the word **fisherfolk** means?

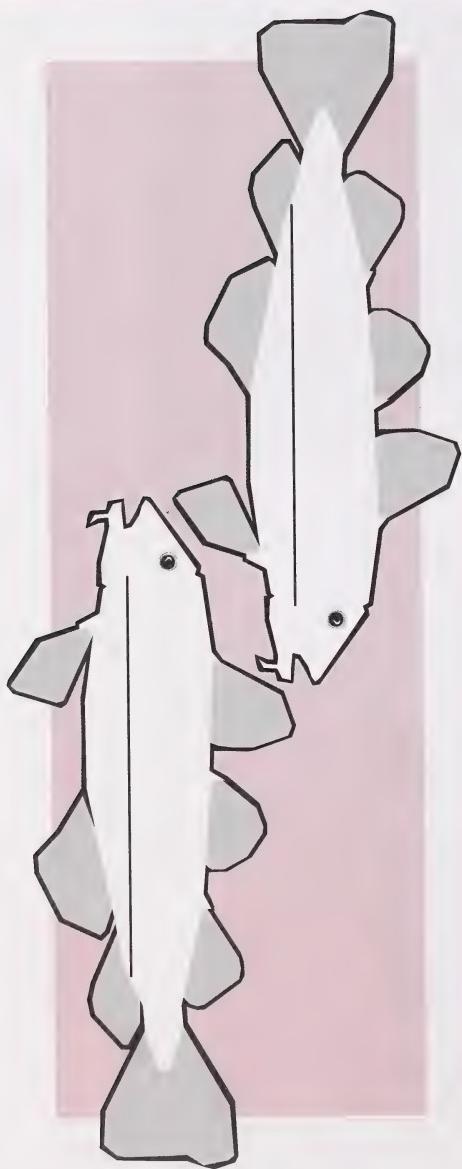
Read to the end of the book.

## Compound Words

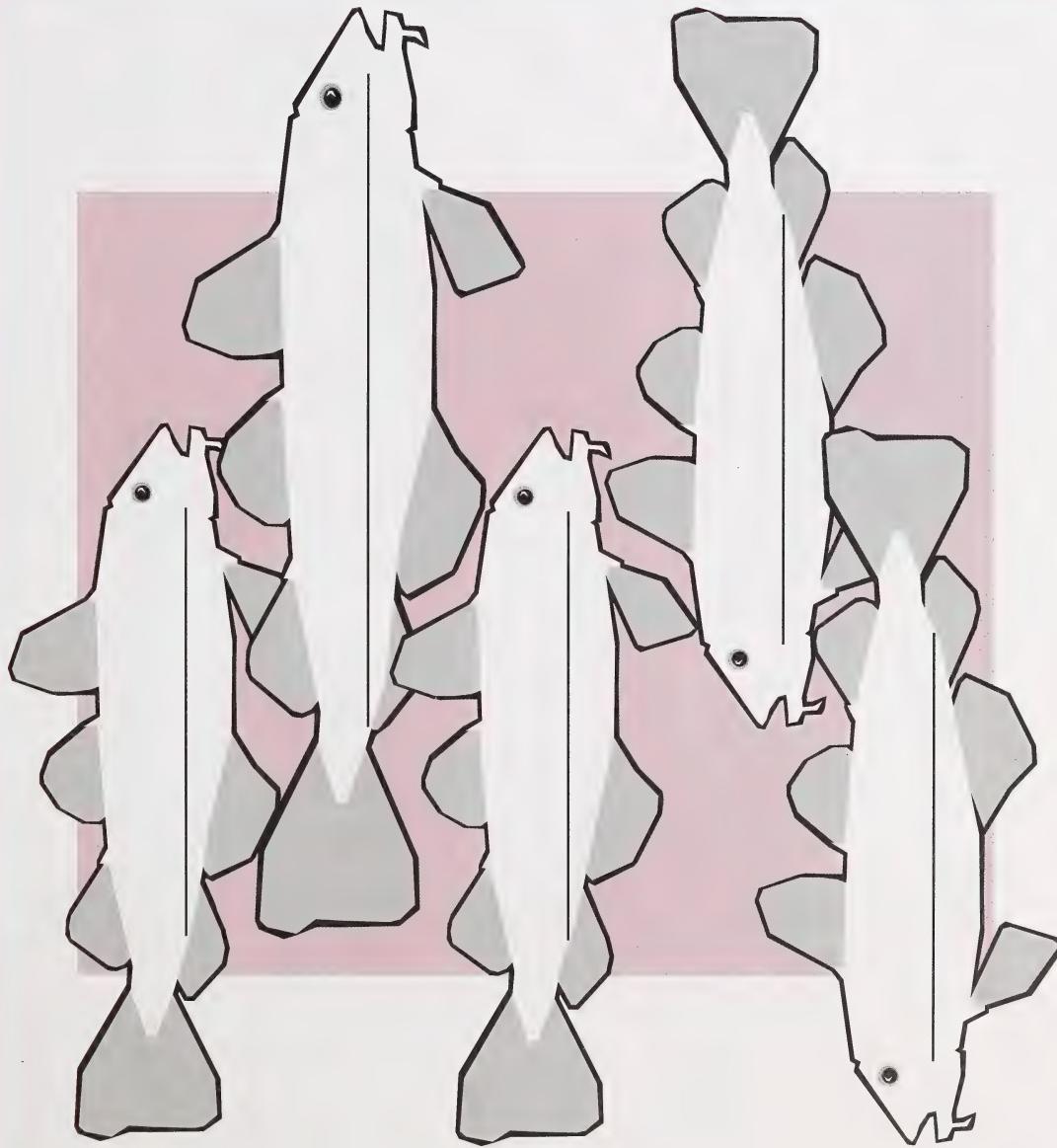
Look for compound words in the book *Welcome to Outport Newfoundland*.

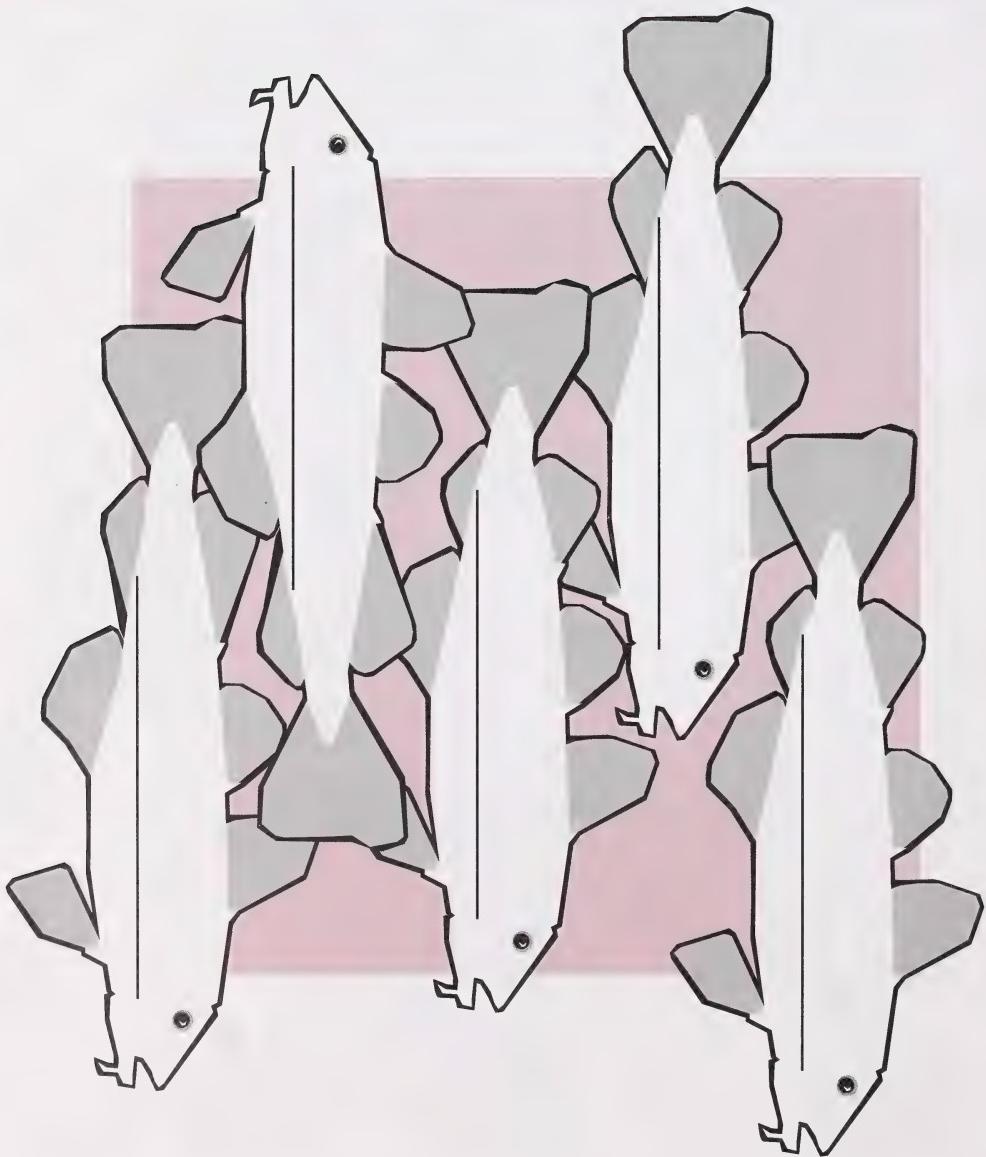
Print each compound word on the following fish shapes. One of the compound words is made up of three words. Which word is that?

Tell the student to identify the compound words by printing them on the lines in the fish.



Some compound words showing the small words within them are as follows: Out/port, Sand/stone, New/found/land, long/line, fisher/man, hair/dresser, house/keeper, fisher/folk, class/room, every/thing, good/bye, and kinder/garten (explain that kindergarten is made up of two German words: kinder means children and garten means garden).





## Words from the Story

These words are from *Welcome to Outport Newfoundland*. Read them to your home instructor.

has

her

write

his

like

our

Remember, if you have a hard time saying a word, you can look at how it starts. Then try sounding it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help you.

Saying a word correctly helps you remember it and spell it correctly. Say each of the words correctly. Listen to the letter sounds in each word.

Listen to each word as the student says it aloud and assist as needed.

The answers are has, her; His; like, write; and our.

## Practise the **look – say – cover and see – write – check** way of learning to spell these new words.

Use the words to complete the following sentences.

1. Ashley \_\_\_\_\_ a new baby sister. She loves \_\_\_\_\_.
2. Donovan's father works as a fisher. \_\_\_\_\_ mother is a hairdresser.
3. "Do you \_\_\_\_\_ to \_\_\_\_\_ stories?" asked Maria.
4. Mr. Tulk is \_\_\_\_\_ teacher.

Print the answers to the following on the lines.

Write a word that rhymes with **like**?

---

---

What are three little words in **has**, **her**, and **his**?

---

---

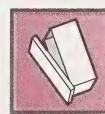
Put a letter before **our** to make a new word that means 60 minutes.

---

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What is another word that sounds like **right**, but is spelled differently?

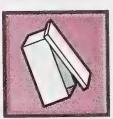
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Take out six white index cards.

If there are any other words from *Welcome to Outport Newfoundland* that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

**Print the six new words on the index cards. Put the cards on your Word Wall.**



Take out your *Collections Writing Dictionary*.

**Print the six new words in your dictionary.**



**Enrichment (optional)**

Refer to the Home Instructor's Guide for more information.

**If you have time, your home instructor will help you get started on a new activity.**

**Break for lunch.**



## Silent Reading

Enjoy your reading time.

## Spelling



It's time for a spelling test in your Assignment Booklet.

Refer to the Home Instructor's Guide for information on this activity.

## Fun with Phonics

Say the following two sentences to the student:

1. Green grass grows grumpily.
2. Flying flags flap.

Have the student repeat each one after you say it. Ask what he or she notices about the beginning sounds of each one. Remind the student that both consonants in a blend are sounded together, but the sound for each one is still heard.

grade playing classroom  
drives crew

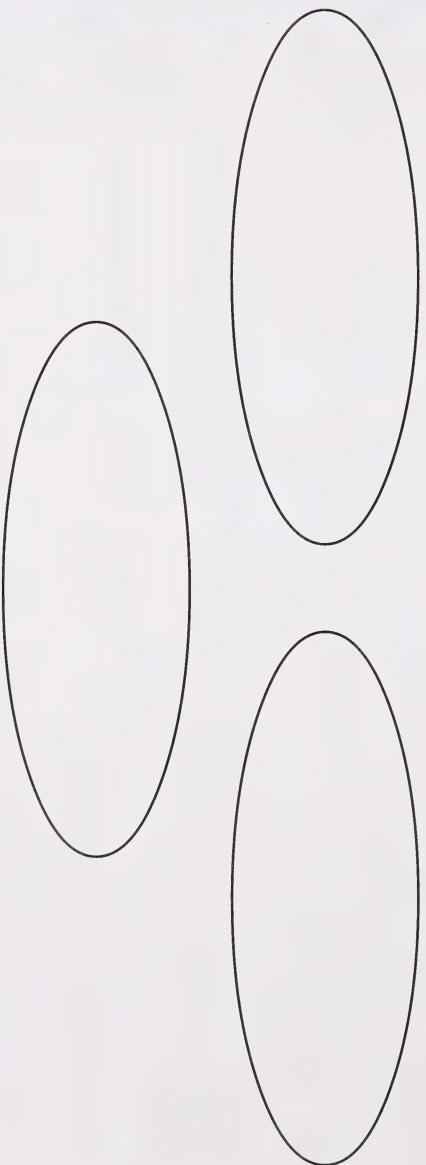


The “r blend” words are grade, drives, and crew.

Which words have the **r blend**? Print them in the ovals.

The “l blend” words are playing and classroom.

Which words have the **l blend**? Print them in the squares.



Think of **r blend** and **I blend** words that would complete the following sentences.

1. I like to \_\_\_\_\_ hot chocolate.
2. My \_\_\_\_\_ has too much food on it.
3. Oh no! I \_\_\_\_\_ my mother's vase.
4. That big green \_\_\_\_\_ hopped into the pond.

Have the student fill in the blanks. The answers are drink, plate, broke, and frog.



Dictate the following sentences using “r blends” and “l blends.”

1. Her black truck has a flat tire.
2. Who broke the blue plate?
3. I see a grey cloud.
4. Can you clap for Brian?

Check the spelling, punctuation, and circled words afterward with the student. The words with “r blends” are **truck, broke, grey, and Brian**. The words with “l blends” are **black, flat, blue, plate, cloud, and clap**.

Print the sentences you hear your home instructor say. Circle the words with **r blends** with a yellow crayon. Circle the words with **l blends** with a pink crayon.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Think of two words that have **r blends**, and two words that have **l blends**. Print them in the following boxes.



Have the student think of “r blend” and “l blend” words and then compose sentences using one of each in a sentence.

Write two sentences. Use one **r blend** and one **l blend** word in each sentence.

1. \_\_\_\_\_
2. \_\_\_\_\_

Refer to the Home Instructor's Guide for information on this activity.

Now you will see how well you know **r blends** and **l blends**.



Do pages 99 and 100.

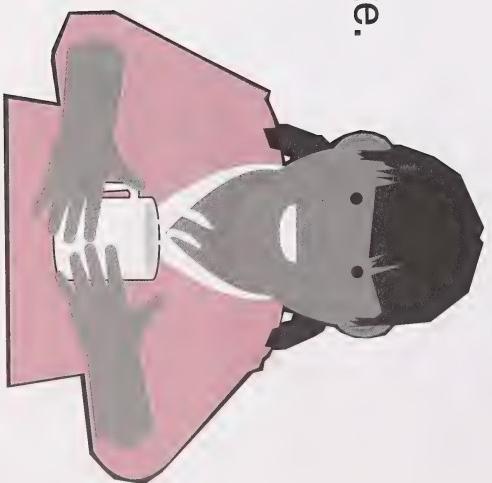
## Hot and Cold

To begin the unit on temperature, read a book about hot and cold things. You could read the book *Heat, Temperature, and You*, if you have it.

Do you remember that Jenna lives in Inuvik, Northwest Territories? It can get very cold there. Even in the summertime, it doesn't really get very hot.

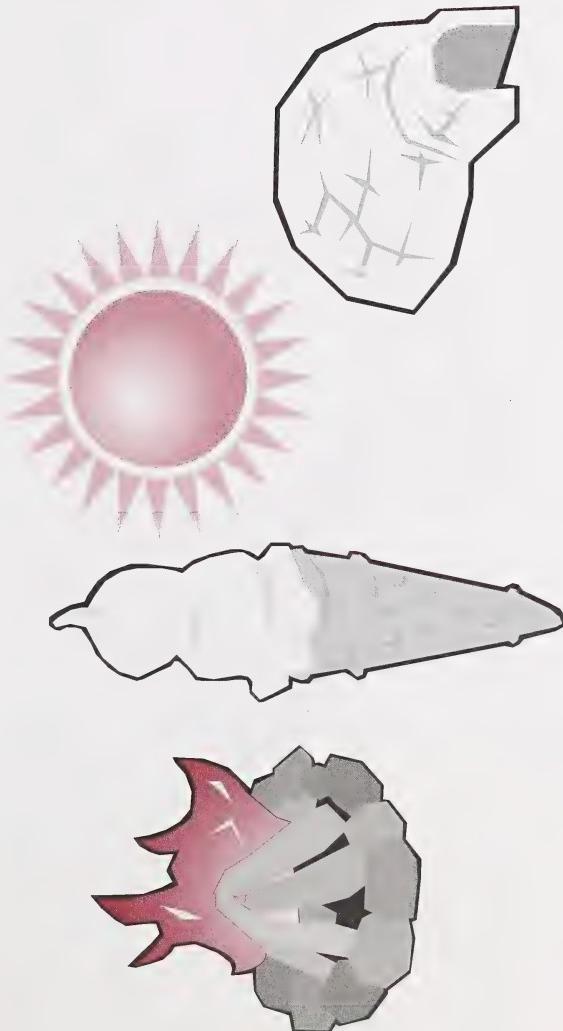
To help her stay warm, Jenna's mother makes her hot chocolate.

Jenna loves hot chocolate.



Jenna sips her hot chocolate slowly. Why do you think she does that?

Circle the pictures of hot things.



Can you think of other things that are hot?

Circle **yes** or **no**.



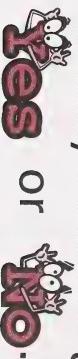
The hot chocolate is hot and would burn her mouth if Jenna drank it quickly.

Discuss things that are hot. Some hot things are the sun, a volcano, a hot dog, a fire, a stove, a beach, stew, chili, or sand on a hot day.

Print things that are **hot** in the first column of the chart. You will fill in the other column later.

Hot Things	Cold Things

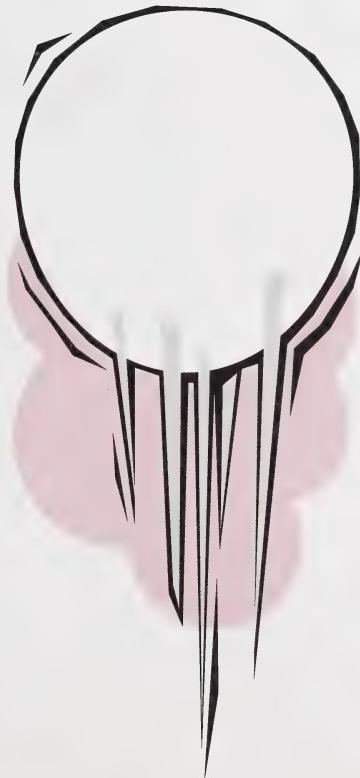
In Inuvik, Northwest Territories, the snow stays on the ground for a long time. Have you ever felt snow? Circle **Yes** or **No**.





Is it hot? Circle **Yes** or **No**.

If it's not hot, what is it? Print your answer in the snowball.



If you said **cold**—you were right!

Think of other things that are cold.

Go back and fill in the second column of the chart with things that are cold.

Some cold things are ice cubes, glaciers, icebergs, igloos, ice cream, milk, and snow.

## Some Like It Hot

Jenna went on a holiday with her parents in the winter.



Why do you think the people are dressed like this?  
Where do you think Jenna went on her holiday?

Discuss how some places in the world are hot all the time, even in the winter. Have the student answer the questions orally. Jenna went somewhere hot on a beach holiday (perhaps Mexico or Hawaii): the weather is hot and they dress to keep cool.

When Jenna got back home, she saw people dressed like this.

Why are the people dressed like that?



Which place is hotter,  
Jenna's holiday place or  
her home town of Inuvik?

Have the student print the answer on the line. Jenna's holiday place is hotter.

Which place is colder? \_\_\_\_\_

Inuvik is colder.

Jenna probably took the T-shirt, bathing suit, sandals, sunhat, and shorts on her holiday. After the student draws these items, ask the student why they are appropriate for a beach holiday.

Look at the following items. In the box draw the items Jenna might have taken on her holiday.



In the following box, draw the items Jenna would wear once she got home. You could wear these items if you went on a holiday to Inuvik.

She wears the scarf, toque, mitts, and winter boots in Inuvik.

Have the student answer the questions orally. The student dresses in light clothing in the summer in Canada because it is hotter in the summer than in the winter. He or she dresses in warm clothing in the winter because it is colder in Canada in the winter than in the summer.

How do you dress in the summer? Why?  
How do you dress in the winter? Why?

## Did You Know?

Mittens keep your hands warmer than gloves because your fingers help to warm each other.



The answers are hotter than, colder than, hotter than, and hotter than.

Print **colder** than or **hotter** than to complete the sentences.

A campfire is \_\_\_\_\_ snow.

An ice cube is \_\_\_\_\_ bath water.

A hot dog is \_\_\_\_\_ ice cream.

Hot fudge is \_\_\_\_\_ an igloo.

Complete Day 3: Assignment 4 in your Assignment Booklet.



## Looking Back

What have you learned about the communities in the book *Welcome to Outport Newfoundland?* Are they different than your community? How? In what ways are they the same?

Is the weather in your community like the weather in Jenna's town of Inuvik, or is it more like the place she visited on her holiday trip?

Do you know all the words to "O Canada"? Do you think you could sing it by yourself? Try it!

## Story Time

Relax and enjoy the story!

Turn to Assignment Booklet 3A and complete Day 3: Learning Log. Have the student include his or her comments.

## Sharing Time

Choose one of the following that you would like to share with a friend or family member:

- Sing "O Canada" Ask your family members to join you.
- Read *Welcome to Outport Newfoundland* or a selection from the book you are reading during Silent Reading.
- Ask your family members if they know any compound words. Tell them the ones you know.
- Tell what you learned about hot and cold things.



## Day 4: Getting Together

Sometimes, people who live in the same community like to get together.

What are some ways you spend time with your neighbours?

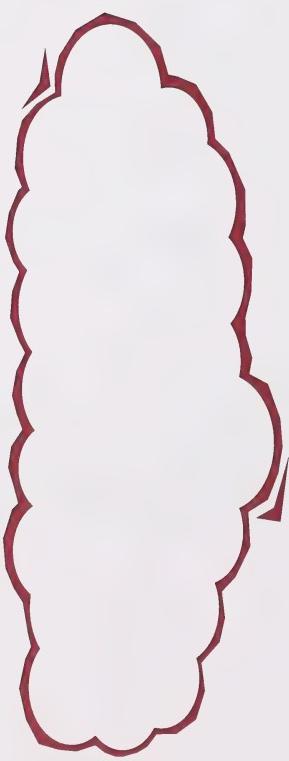


## Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



Discuss today's forecast with the student. Have the student answer the questions orally.

Discuss the current weather with the student.

What is the weather forecast for today?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Is it colder today or warmer today than it was yesterday?

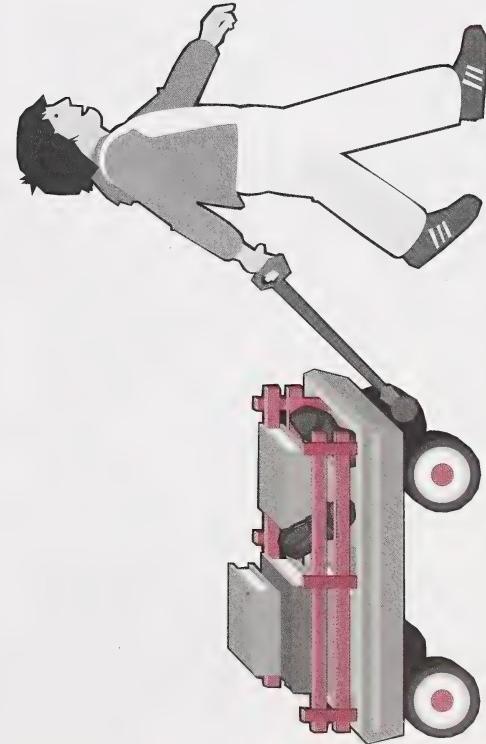
Have the student print the answer in a complete sentence on the lines.

### Work on Module 3: Day 4.



Your home instructor will read a poem. Listen carefully.

Remove the poem "The Ninth Street Neighbourhood Sale" from the Appendix. Read the title with the author's name and ask, "What do you think it will be about?" and "Who is the poet?" Tell the student to listen to find out about the neighbourhood sale as you read the poem aloud.



Have the student answer the questions orally.

**Did you enjoy the poem? Tell why or why not.**

**What did you like best?**

**Look at the poem to answer the questions.**

**Name the places the character went to buy the items.**

The student may read out the answers.

**What were some of the items she bought?**

**Where does the character in the poem live?**

Read the poem together.

**Read the poem aloud with your home instructor.**

**If you like this poem, put it on the wall near your desk so you can read it from time to time.**

**You may read it together later with a family member or friend if you like.**

## A Potluck Supper

Do you know what a **potluck supper** is?

Circle **yes** or **no**.

Have you ever been to a potluck supper?

Circle **yes** or **no**.

What did you eat there? Who brought the food?

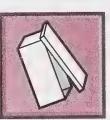
Discuss that a *potluck supper* is a meal to which all present have contributed. Everyone shares the food. Talk about groups who put on potluck suppers (community groups, families, friends, relatives, or neighbours) and why (to socialize, share, and stay in touch with family, friends, and neighbours). Have the student answer the questions orally.



How was everything set up? How did you get the food? Who cleaned up?

Does a potluck supper sound like fun?

Why would people want to have a potluck supper?



Take out the book *People! Places!*

Have the student answer the question orally.

Turn to the Contents page. On what page is the story "Come On In!"?

The author is Patrick Halligan.

---

---

Who is the illustrator?

---

---

The illustrator is Maryann Kovalski.

Maryann Kovalski has illustrated more than 15 books! If you like her illustrations, check out some of her other books, like *The Wheels on the Bus, I Went to the Zoo, and Take Me Out to the Ball Game.*

Look at the picture. Where do you think the boy and girl might be going? Why?

Listen as your home instructor reads the first few pages of the story to you.

Where did the children go? What did they see there? What did the people there need?

What is the last line on page 9 and on page 10?

Have the student answer the questions orally. Then print the responses on the following chart. See the Home Instructor's Guide for an example.

Read pages 8, 9, and 10 aloud to the student. Look at the illustrations and have the student follow along in the text as you read.

After you read the text, discuss what information it gives.

Your home instructor will help you fill in the chart to the end of page 10.

Page	The children go to . . .	They will see . . .	The people need . . .	The last line is . . .
Page 9				
Page 10				
Page 11				
Page 12				
Page 13				
Page 14				

Do you see a pattern in this story?  
 Circle  or . What is it?

Talk about the pattern in the story (the children go, see, do, and say something everywhere they go).

Read the rest of the story silently. As you read it, keep the pattern of the story in mind.

Discuss how this pattern continues throughout the story.

Now that you have read the story, add the rest of the information to the chart.

Help the student add the information to the chart to complete it.

## Thinking About the Story

Name the four things the children helped the people in their community make.

Have the student answer the questions orally. The children helped with bread, apple pie, clam chowder, and roti.

Why were the children invited into the homes?

The children were invited in to help.

What did the storekeeper do for the community potluck supper?

The storekeeper contributed juice and pop.

Katie's family are in charge of setting up the community hall supper.

Have the student continue to answer orally.

**What did Katie and her brother's family do to help?**

**If you lived in that community, which family would you like to help? Why?**

**Did you figure out what everyone in the community was getting ready for? How did you know?**

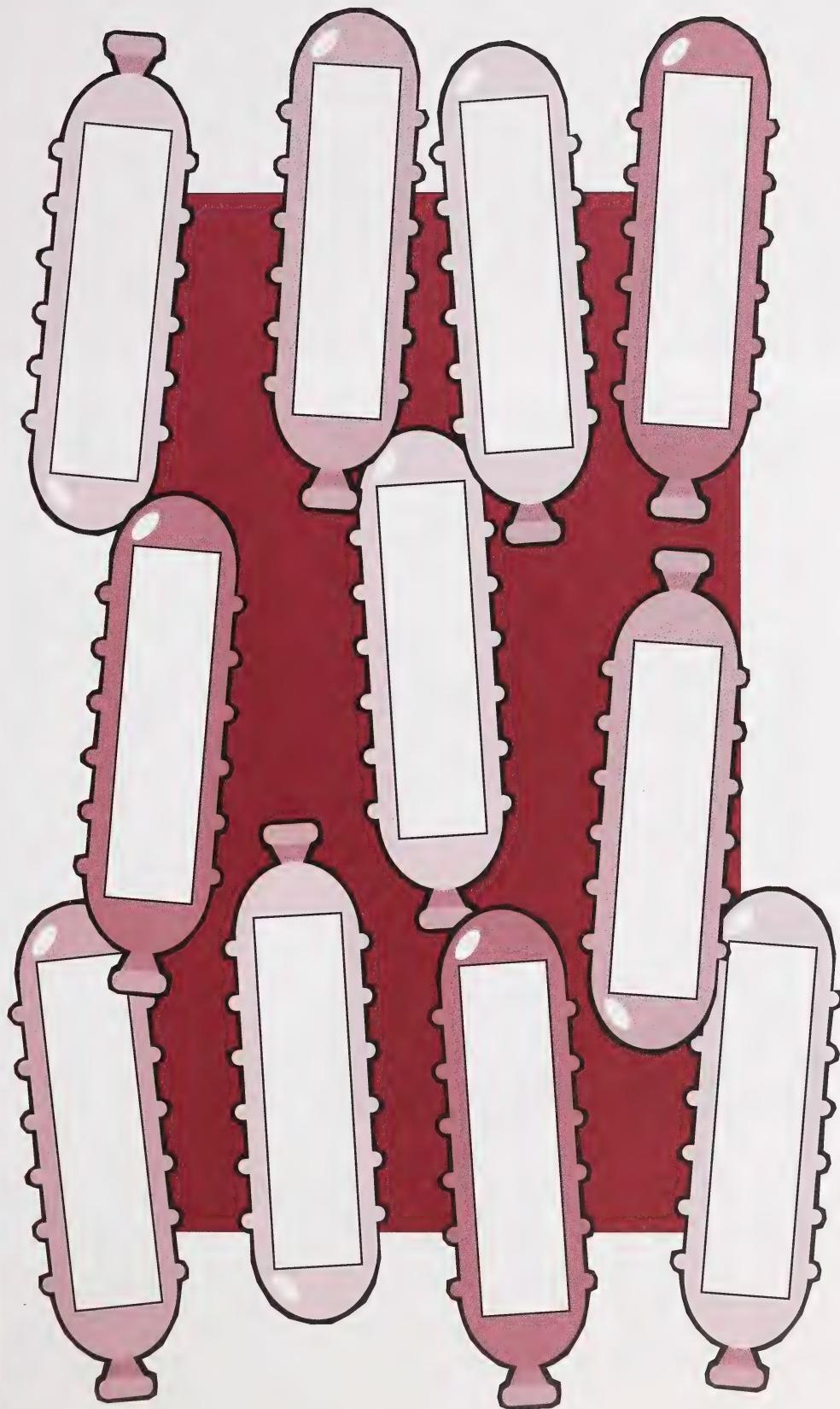
Discuss the simile and that it means they worked very hard.

**What does "We worked like beavers" mean?**

**Did you like the illustrations? Which one did you like best? Why?**

Some words are *huge*, *much*, *big*, *enormous*, *thin*, *hundred*, *thousand*, *many*, *enough*, *whole*, and *fill*.

**See if you can find eleven words in the story that tell you about size or amount. Print them in the following balloons.**



## Journal Time



Take out your Journal. Turn to the Reading Response section.

Discuss some things the student may choose to write about (his or her opinion of the story, the characters, the illustrations, favourite parts, and so on). Tell the student that he or she can look back to previous journal entries for ideas.

### Act It Out

Pick a favourite part of the story "Come On In!"  
You're going to act it out!

See the Home Instructor's Guide for information about this activity.

Tell the student that *dialogue* means the words that the actors say.

Think of the **dialogue**, or words, that you can use for your scene.

Practise the scene with your home instructor.

Have fun!



## Enrichment (optional)

Do you have time for an extra activity?

### Words I Use Often

Look at the two words on coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

Refer to the Home Instructor's Guide for information on this activity.



Refer to the Home Instructor's Guide for information on this activity.

## Break for lunch.



### Silent Reading

Enjoy your reading time.

### Fun with Phonics

Have the student answer the question orally: a **consonant blend** is

two or more consonants that come together in a word.

The consonants are blended together, but the sound for each one is still heard.



Do you remember what a **consonant blend** is?  
Circle **Yes** or **No**. What is it?

Read the following words from "Come On In!"

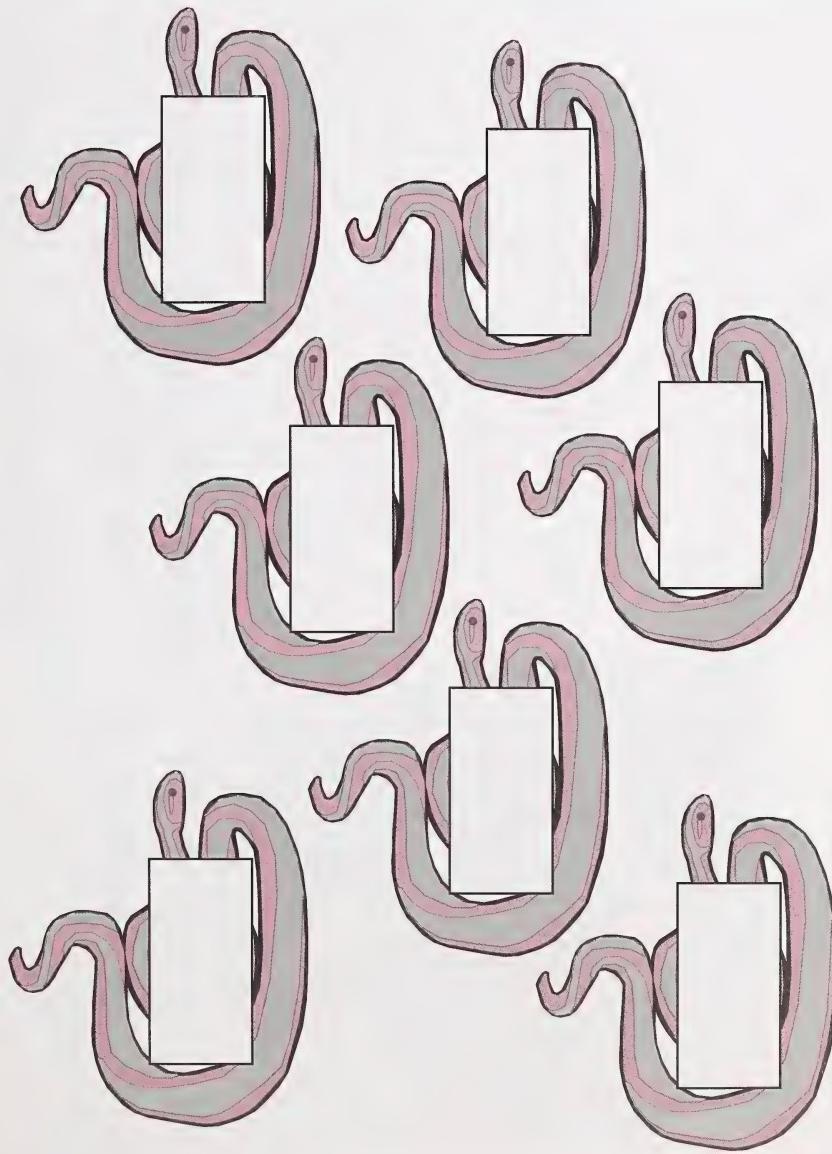
special    stay    slicing    stirring

steep    school    split

Refer to the Home Instructor's Guide for information on this activity.

Print the first two consonants of each of the words in the snakes.

The consonant blends are “sp,” “st,” “sl,” “st,” “st,” “sc,” and “sp.”



Have the student answer orally. They are called *s blends* because they begin with an "s."

## The letters **st**, **sp**, **sl**, and **sc** are called **s blends**.

Why are they called **s blends**?

Explain that some blends have three consonants at the beginning of the word. Examples of "s blends" with three consonants are

stream, strawberry, and scrape.

The "s blends" to circle are "sw," "sm," "st," "sn," "sl," "st," "scr" and "sh."

Read the following sentences aloud. Circle the **s blends** with a brown crayon.

I swam in the small stream.

The snake slid across the stone.

Scrape the snow off the car.



Make **s blend** words by adding the consonant. The first one is done for you.

s + top \_\_\_\_\_  
**stop**

s + tream \_\_\_\_\_  
stream

s + ling \_\_\_\_\_  
sling

s + led \_\_\_\_\_  
sled

s + lay \_\_\_\_\_  
slay

s + low \_\_\_\_\_  
slow

The answers are stream, sling,  
sled, slay, and slow.

Dictate the following sentences as the student prints them.

1. Did that big snake scare you?

2. That smoke is black.

3. He saw a little red snake.

4. The sled slid down the hill.

Upon completion, check the spelling, punctuation, and circled words with the student. The circled words with "s blends" should be snake, scare, smoke, snake, sled, and slid.

Print the sentences on the lines as your home instructor says them. Circle the words with **s blends** with a green crayon.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

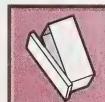
How well do you know **s blends**?

 Do pages 101 and 102.

## Enrichment (optional)

If you have time, your home instructor will help you get started on a new activity.

## I Can Read The Temperature

 Take out the book *People! Places!*

Look at the illustrations in the story "Come On In!"

Can you tell whether it is a hot day or a cold day?

Have the student answer the questions orally. Even though there is no snow on the ground, the children are wearing long-sleeved tops and pants, so it can't be too hot. It is probably cool outside.

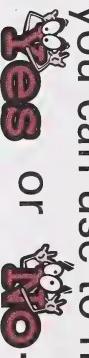
Have the student explain his or her observations about the current weather: there is snow on the ground, there is a wind, the sun is shining (or not); it is cloudy (or not); people are wearing warm (or cold) weather clothing; and so on.

Refer to the Home Instructor's Guide for information on this activity.

See the Home Instructor's Guide for more information.

Your student should recall that a thermometer is an instrument for measuring temperature usually by means of the expansion and contraction of mercury or alcohol in a column. He or she may recall that the scale is in degrees Celsius.

**Do you know what you can use to measure how hot or cold it is? Circle Yes or No.**



**Look closely at the thermometer. What do you think is inside the glass tube?**

Hand the student the thermometer. (An alcohol thermometer is preferred over a mercury one because if a mercury one breaks, toxic fumes are given off.) Tell the student that there is alcohol (or mercury, depending on your thermometer) that rises or falls in the column, depending on the temperature around it. Help the student spell alcohol or mercury.

What number do you see at the top of the thermometer?



What number do you see at the bottom of the thermometer?

What temperature does the thermometer show right now?

Put your warm hand around the bulb for a few moments.

What happens to the liquid inside the glass tube?

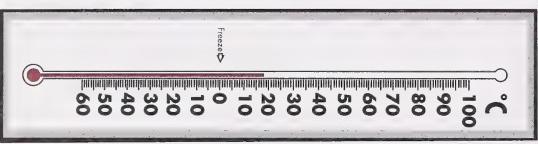
The liquid rises

Discuss the numbers above and below zero on the thermometer: they tell the temperature in degrees Celsius.

Temperature is measured in **degrees Celsius**. Each measuring line on most thermometers shows one degree Celsius. It can be written as **1°C**.

When you say or write what the temperature is, always include degrees Celsius.

Write what temperature this thermometer shows.

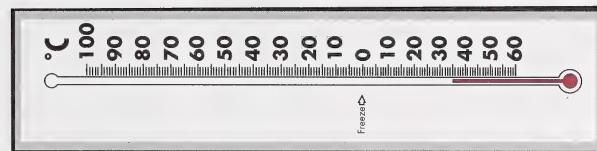
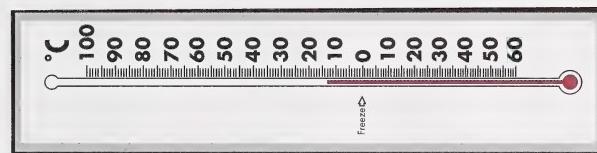


If you said **18°C** or 18 degrees Celsius, you were correct.

Print the temperatures on the lines below the thermometers. Don't forget to print  $^{\circ}\text{C}$  after the number.

Explain to the student that  $0^{\circ}\text{C}$  is the freezing and melting point of water. Any temperature below  $0^{\circ}\text{C}$  is written with a minus sign. Then use an example, such as  $-10^{\circ}\text{C}$  to illustrate that it is read as either minus ten degrees Celsius or ten degrees below zero.

The answers are  $45^{\circ}\text{C}$ ,  $-20^{\circ}\text{C}$ ,  $-35^{\circ}\text{C}$ , and  $13^{\circ}\text{C}$ .



Have the student predict orally whether the liquid will go up or go down. Then have the student complete the sentences.

**What do you think will happen to the liquid if you place the thermometer in a bowl of cold water? in hot water?**

In the cold water, I think the liquid in the thermometer will \_\_\_\_\_.

In the hot water, I think the liquid in the thermometer will \_\_\_\_\_.

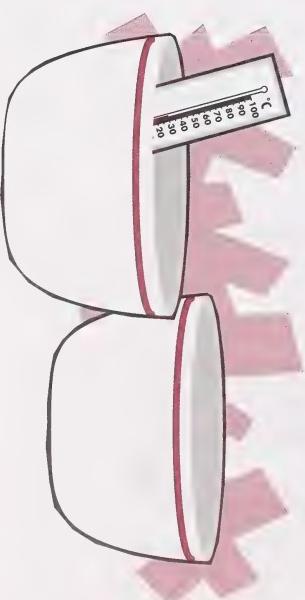
## Observations

Now do the experiment to **observe** what happens.

Discuss that observe means what you see happening during an experiment.

Refer to the Home Instructor's Guide for information on this activity.

Were your predictions correct? Circle  or . Tell your home instructor what you observed.





Complete Day 4: Assignment 5 in your Assignment Booklet.

## Preparing for Day 6

You're going to help your home instructor prepare something you will need for Day 6.

Pour water into an ice-cube tray. Now put the tray into the freezer.

Print what you predict will happen to the water in the ice-cube tray?

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To prepare for the lesson about melting on Day 6, have the student help you make ice cubes now. Ask the student to pour water from a tap or pitcher into an ice-cube tray. Assist the student in carrying it to the freezer or freezer compartment of a refrigerator. Have the student predict what will happen to the water.

## Looking Back

Did you enjoy acting out a scene from the story "Come On In!"? Why or why not?

How did it feel to act?

What did you learn about temperature?

Turn to Assignment Booklet 3A and complete Day 4: Learning Log. Have the student include his or her comments.

## Story Time

Relax and enjoy the story!

## Sharing Time

Choose one of the following that you would like to share with a friend or family member:

- Read the poem “The Ninth Street Neighbourhood Sale.”
- Read the story “Come On In!”
- Act out a scene from the story “Come On In!” or show the video you made with your home instructor.
- Show your thermometer and talk about what you learned about it. Show how you can read temperature.

# Day 5: Villages by the Sea

You've read about fishing villages. Do you have any questions about fishing villages? If so what are they?

Today you will find out more about fishing communities.



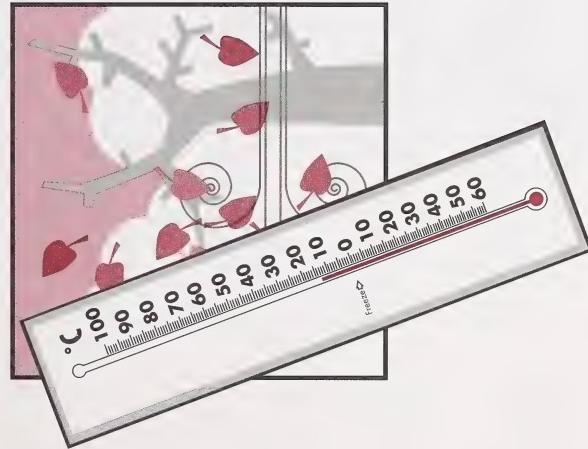
## Calendar Time

Day 5

You begin a new activity today using a thermometer.

Place your thermometer outside. Leave it there for ten minutes while you continue your calendar activities.

Assist the student if necessary.  
Inform the student that he or she will get the thermometer at the end of each Calendar Time.



Say the days of the week aloud.

Review the days of the week.

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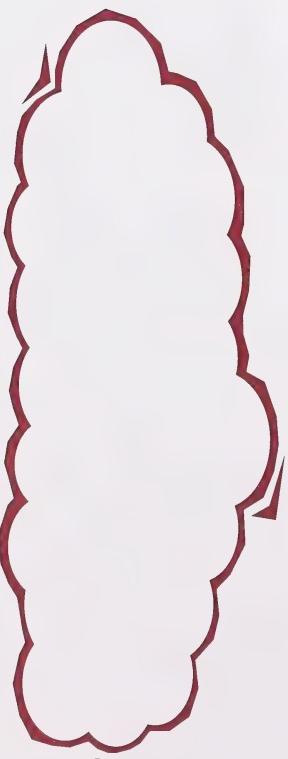
Review the months of the year.

Say the months of the year aloud.

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



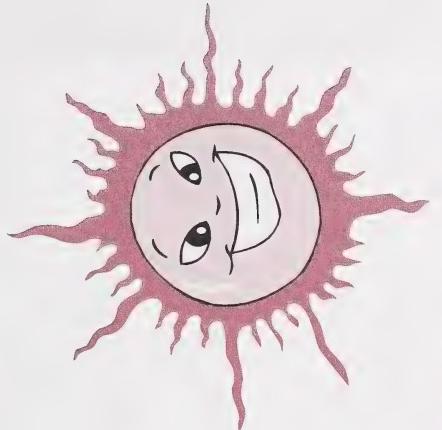
Discuss today's forecast with the student.

Discuss the current weather with the student..

What is the weather forecast for today?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

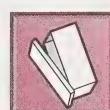
Go outside and get your thermometer. In red mark the temperature on the following thermometer. Record the temperature on the line.



Work on Module 3: Day 5.



## Journal Time



Take out your journal. Turn to the Personal Writing section.

Take a few minutes to think about what you would like to write about.

Assist the student as needed to select a topic to write about.

You might want to write about your friends, your family, or an event. You could write about your thoughts and feelings about something.

## Music and Movement



Listen to “The Nutcracker.”

“The Nutcracker” is music for a ballet usually performed at Christmas. It was written by Peter Tchaikovsky more than one hundred years ago! Peter Tchaikovsky was a Russian composer.

Find Russia in your atlas.

With the student, look up Russia in an atlas.

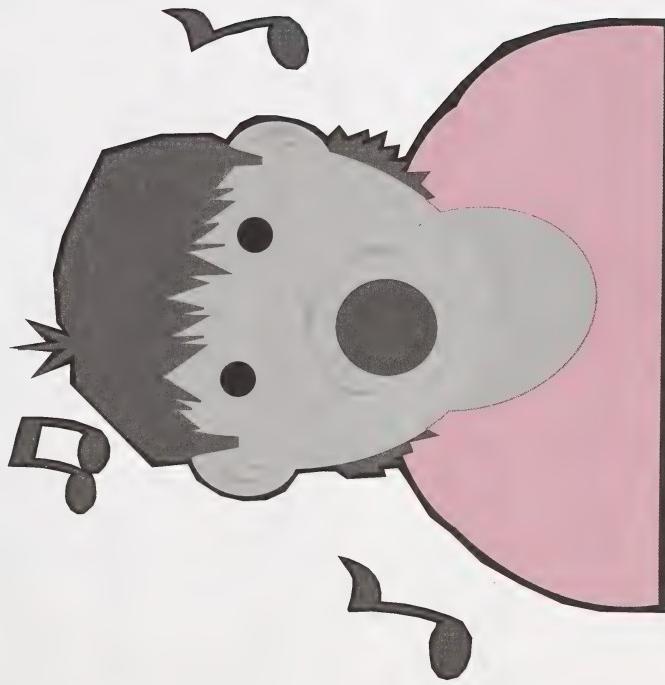


Did you enjoy the music? Circle **Yes** or **No**.

Maybe you have already or may some day get a chance to see a ballet company perform "The Nutcracker."

Listen to the music again while using activities for the student to strengthen and stretch the major muscle groups.

Refer to the Home Instructor's Guide for the activities.



Review "O Canada" with the student. Turn back to Day 3 for the words.

**Now you get to sing!**

**Sing "O Canada" with your home instructor.**

**Look at this illustration.**



**Do you know what it is?**

Discuss musical notation. When people want to read or play music, they read notes.

A note is a symbol or way to write a musical sound.

**That's how people write music. Today you will learn to read some music!**

- ♩ This is a **note** in music. This note gets one beat. Count by ones and clap once each time you see this note.

- ♪ Rests are important in music to measure the time of silence.

- ~ This is called a **rest**. Count by ones but don't clap each time you see a rest.

**Look at the first measure in the following music. Count to four and clap to the beat as you look at each note. In the second measure count again but don't clap—just rest as the symbol says.**

first measure      second measure

1 2 3 4      1 2 3 4

clap      clap      rest      rest      rest

**How well do you know **notes** and **rests**?** Look at the following measures of music. Clap or rest to the following as your home instructor points and counts.

1 2 3 4      1 2 3 4

Refer to the music in the Home Instructor's Guide for Day 3.

Now look at the music of "O Canada" with your home instructor. Can you clap and rest in the proper places as you sing along?



Now that you know about notes and rests, you might like to try to perform some music with a simple instrument.

Have the student select a rhythm instrument to perform the music while you clap the beat. If you do not have rhythm instruments, use two spoons, a pencil and can, a funnel to blow through, or any other objects the student can hit, shake, or blow into.

## Reading



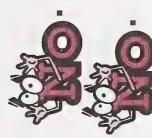
Take out the book *People! Places!*

Read the story "Come On In!" aloud.

Let's look at this big word.

# exaggerate

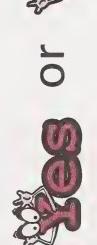
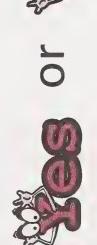
After the student reads "Come On In!" to you, discuss the term *exaggerate*. Teach that to exaggerate is to make something out to be more than it really is. Ask the student to give you examples of exaggeration from his or her own experience.



Do you know what it means? Circle **yes** or **no**.

Have you ever exaggerated? Circle **yes** or **no**.

Has someone you know ever exaggerated?



Circle **yes** or **no**. Talk about it with your home instructor.

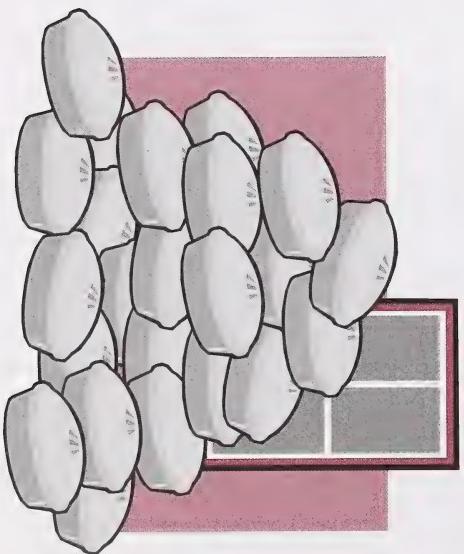
Skim the story together to find examples of exaggeration, such as making a “hundred loaves of bread” or “enough pies to fill the house.”

Explain that exaggeration adds humour, and helps to make a point—it emphasizes what the author wants to say. Discuss what is emphasized in the story (the amount of food Katie and her brother helped make and the work they did to help with the community supper).

**Find parts in the story “Come On In!” where the author exaggerated.**

**Why do you think the author exaggerated?**

**What is always exaggerated in the story?**



Think of other ways the author could have used exaggeration to show the amount of food made in each house.

How much bread did Katie and her brother help make?

How many pies did they make?

How much clam chowder did they make?

How many roti were made?

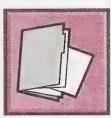
Have the student print other examples of exaggeration the author could have used to emphasize large amounts. Some examples are enough roti to feed a whole city or the pies went up to the ceiling. Check the student's sentences for spelling, punctuation, and understanding of exaggeration.

Read the following sentences:

- Sarah ate so much pie that it started coming out of her ears.
- Toyoki was so happy that he jumped to the moon.
- Mandi blew the trumpet so hard that her face turned blue.
- Randy ran so fast that he grew wings and flew down the track.



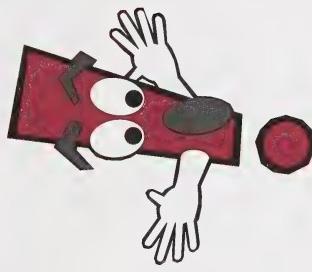
Are they exaggerations? Circle  or .



Take out unlined paper.

Divide the paper into four. Have the student draw and colour each of the ideas on the page. Then have the student print the sentence it represents under each drawing. Ensure that the student's name is on the paper to send to the teacher on Day 9.

# I'm So Excited!



Read each of the following sentences silently.

Hi! It's so nice to meet you.  
I want to do my homework now.  
That was fun!

Come on in!  
Watch out! That can is going to explode!  
Henry made some soup.

After the student reads the sentences silently, ask him or her what the intended meaning or feeling of each one is. Then have the student read each one aloud. Listen for the inflection and expression as the student reads the sentences, and discuss how the punctuation guided them to read it that way.

An **exclamation mark** looks like this ! and goes at the end of a sentence that shows surprise or strong feeling.

In purple make a box around each exclamation mark on this page.

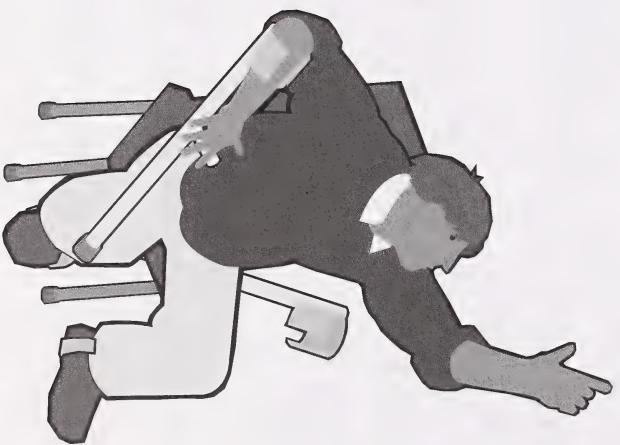
Discuss the reasons for using *exclamation marks*: for emphasis; to indicate exaggeration; to give an enthusiastic greeting, command, or warning; and to show emotions such as surprise, excitement, anger, or fear. Talk about the differences in the tone of the sentences and why some use an exclamation mark and others use a period.

Read each of the following sentences and watch which punctuation the student chooses. Ask for an explanation for his or her choice of punctuation for each sentence.

- I'm going outside to play.
- Hello! It's nice to see you again.
- I'm late!
- We had hot dogs for lunch.
- Stop! That light is red.

**Make an exclamation mark in the air with your finger.  
Now make a period in the air.**

Your home instructor will say some sentences. Listen to each sentence and how your home instructor says it. If you think the sentence needs an exclamation mark, write it in the air. If it needs a period, write that in the air.



## Words from the Story

These words are from "Come On In!" Read them to your home instructor.

arrive

whole

happen

much

quite

Remember, if you have a hard time saying a word, you can look at how it starts. Then try sounding it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help you.

Listen to each word as the student says it aloud. Correct the student if needed.

Saying a word correctly helps you remember it and spell it correctly. Say each of the words slowly. Listen to the letter sounds in each word.

Practise the **look – say – cover and see – write – check** way of learning to spell these new words.

Complete these sentences using your new words.

The answers are as follows:  
happen; arrive; much; whole;  
quite.

1. Now how did that \_\_\_\_\_?
2. When did their airplane \_\_\_\_\_?
3. That \_\_\_\_\_ soup could fill the \_\_\_\_\_ ocean!
4. Well—maybe not \_\_\_\_\_.

Print the answers to the following on the lines.

What rhymes with **such**? \_\_\_\_\_

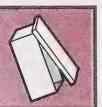
What is the opposite of **depart**? \_\_\_\_\_

If you take one letter away from **whole**, you get something in the ground that you can fall into.  
\_\_\_\_\_

Find a little word in **happen** that means *something* you write with.  
\_\_\_\_\_

What little word in **quite** means you aren't going to do something anymore?  
\_\_\_\_\_

The answers are as follows:  
much; arrive; hole; pen; quit.



Take out five white index cards.

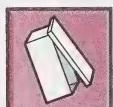
Print the five new words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

If there are any other words from "Come On In!" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

**Fiction or Non-Fiction?**



Take out the book *Welcome to Outport Newfoundland*.

You have read "Come On In!" and *Welcome to Outport Newfoundland*.



Do you think the selection *Welcome to Outport Newfoundland* is true? Circle **yes** or **no**. What tells you that?



*Welcome to Outport Newfoundland* is a **non-fiction**, or real selection, about people who live in a fishing village in Newfoundland.

What about "Come On In!"? Is that a true story?

Circle **yes** or **no**. How can you tell?



"Come On In!" is **fiction**. That means it did not really happen.

Although the story "Come On In!" is fiction, do you think the events in it could really happen? Circle **yes** or **no**. Why or why not?



Review the difference between fiction and non-fiction. This selection is true, or a **non-fiction** narrative, because it is based on real people and their lives. It also has pictures that show the people and the community they live in. You can also find the two fishing villages represented on a map.

The story "Come On In!" is fiction, or not true, because there is no place called Grand Corners. The illustrations are of fictional people and places.

Explain to the student that the story could be based on real events because these things could really happen in a community. But because there is no place called Grand Corners, it is a fictional account of an event.

With the student go through any books he or she may have, or look at other books in the home. Discuss why they are fiction or non-fiction.

**Look through your library of books. Find examples of fiction and non-fiction books.**

Refer to the Home Instructor's Guide for information on this activity.



### Enrichment (optional)

If you have time you may want to do an extra activity.

**Break for lunch.**



Refer to the Home Instructor's Guide for information about this activity.

### Silent Reading

Enjoy your reading time!

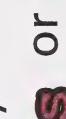


## Fun with Phonics

These words are from “Come On In!” Say each word aloud.

making      farm      orchard      round

Circle the two ending consonants in each word.

Can you think of words that rhyme with **making**,  
**farm**, and **round**? Circle  or .

What are they?

You will be working with consonant blends at the end of the words.

 Do pages 103 and 104.

Refer to the Home Instructor’s Guide for information on this activity.

To begin this lesson on a fishing community, read the poem aloud to the student.

Discuss the student's thoughts and feelings about the poem.

Talk about the images the following words produce: *dark and wrinkled, salt-sea air, wet and shiny, seagull's cry, mother-of-pearl, sea legs, treads, dwelt.*

Discuss the similes and metaphors which compare the fisher to sea things.

Some similes are slicker "wet and shiny as the fish in his net" and "his hair like seaweed."

Some metaphors are "his voice a seagull's cry" and "mother-of-pearl in his eye."

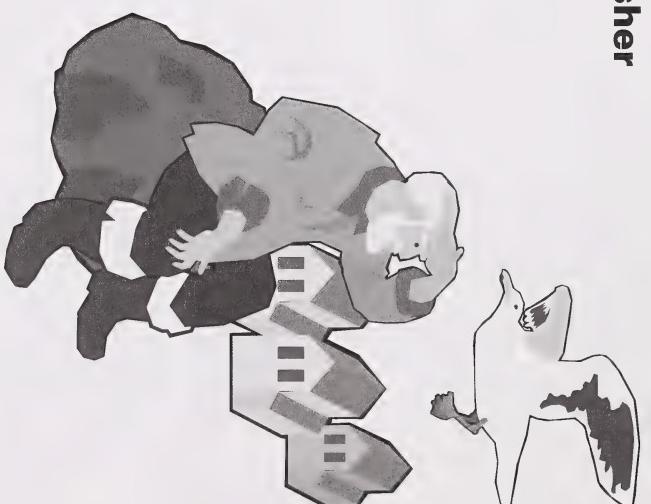
## A Fishing Community

### The Fisher

His skin dark and wrinkled,  
By sun and salt-sea air.  
His slicker wet and shiny  
As the fish in his net.

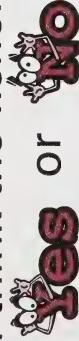
His hair like sea weed,  
His voice a seagull's cry,  
Mother-of-pearl in his eye.

Over sand and rocks with sea  
legs he treads,  
For always on the sea he has  
dwelt.



What kind of pictures do the words in the poem make? Which words make the pictures?

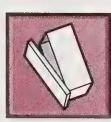
Do you think the fisher loves the sea?  
Circle **yes** or **no**. Why or why not?



Why has the sea become such a big part of his life?



You have recently read about two fishing communities. Name them. How do you know they are both fishing communities?



Help the student understand that the man has lived and fished so long in his fishing village that he has blended into his environment. He has become like a fish himself or something that is part of the sea. Discuss how living in a place (the environment) can shape the character of the people. The sea is a large part of the fisher's life because he lives by it and he makes his living from it.

Have the student answer the questions orally. The two fishing communities are Grand Corners and Outport, Newfoundland. Both communities are by the ocean and people make their living by fishing.

The lobster traps show it is a fishing community.

Turn to page 3 in the book *People! Places!*

The picture looks like a fishing village. It is very small and it is by the ocean.

The lighthouse shows the village is on the ocean.

**What kind of community is shown in the top picture?  
What tells you that?**

**Turn to pages 16 and 17. What tells you the village of Grand Corners is on the ocean?**

Explain that lighthouses warn fishers (people who fish) and other people in boats where the land is. They prevent boats from crashing into the land.

**Why are there lighthouses on the coasts near oceans?**



Look at the map of Canada. Colour the west coast with a blue crayon. Colour the east coast with a yellow crayon.

Have the student look at the directional arrows to find the west and east coasts. Have the student colour the shaded shorelines, or coasts, that border the oceans on the east and west.



On the west coast, the part you coloured blue, is part of British Columbia.

On the east coast, the part you coloured yellow, shows the Atlantic provinces.

Assist the student as needed to locate his or her community on the map.

Put an **X** on the map to show where your community is.

Have the student check the location of Outport, Newfoundland on page 2 of *Welcome to Outport Newfoundland*.

Help the student to determine where his or her community is in relation to Outport, Newfoundland (by using the directional arrows).

Put a **★** on the map to show where Outport, Newfoundland is.

Is your community west, east, north, or south of Outport, Newfoundland?

There are many fishing villages in British Columbia and the Atlantic provinces.

Talk about information pertaining to fishing villages as follows: where they exist, their size, who lives there, and what many of the people do.

Fishing villages are close to the ocean. Many people who live there are involved in the fishing industry. They depend on fishing for their living. Often villages are small communities, as in the story, with only a few hundred or fewer people.

Have the student skim through the stories *Welcome to Outport Newfoundland* and "Come On In!" to recall the occupations: farmers, grocery-store clerks, teachers, bus drivers, care workers, hairdressers. Have the student print them on the lines.

In a fishing village other occupations are needed, too. What are they?



Have the student print the answers on the lines. With the student, look at the two communities of Outport, Newfoundland and Grand Corners. An occupation not found in the student's community might be a fisher, a farmer, or a lighthouse keeper.

Ensure the student understands the link between location and environment (by the ocean) and the relative size of the communities (villages) with the student's community.

Name one occupation that you can find in Grand Corners or in Outport, Newfoundland that you cannot find in your community.

Why?

All communities have places where people go to have fun and enjoy themselves.

Talk about recreational activities in the student's community and those found in Grand Corners or Outport, Newfoundland. Link activities with location and environment and discuss the difference between fishing as an occupation (where a community relies on it) and recreational fishing (where people in the student's community may go fishing for fun). Help the student begin filling in the chart.

Read the activities in the chart. Put a (✓) in the box under **Outport, Newfoundland or Grand Corners** if people could do the activity there. Put a (✓) in the box under **My Community** if people could do the activity in your community.

Activity	Outport, Newfoundland or Grand Corners	My Community
go sailing		
swim in the ocean		
go water skiing		
go fishing		
go to the movies		
go on a picnic		
play soccer		
pick up shells on the beach		
watch a boat being unloaded		

Have the student print the answer on the lines.

Look at the activities that people can **only** do in Outport or Grand Corners.

These activities are only activities you can do when you live near the ocean.

Why can people do these activities in Outport or Grand Corners and not in your community?

Discuss some people who help others in the community of Outport to meet their needs. They may be as follows:

a hairdresser; a caregiver, a teacher, a bus driver, a fish-plant worker, or a fisher.

Who are some of the people in Outport who help meet the needs of the community?

Outport and Grand Corners have facilities that people use. These facilities meet the needs of the people in their community.

In the following chart, name three facilities that are in either Outport or Grand Corners.

Then tell how people use those facilities.

Facilities in Outport or Grand Corners	How People Use this Facility

Would you find the facilities you just listed in other communities? Circle **yes** or **no**. Why or why not?

Discuss how similar facilities are found in all communities because people have the same needs no matter where they live.



Some of the facilities in the student's community may include hospitals, schools, libraries, day-care centres, shopping centres, senior citizens homes, clinics, swimming pools, drop-in centres, food banks, arenas, or supermarkets.

**In the chart print three facilities found in your community. Tell how you use them.**

Facilities in My Community	How We Use this Facility

Discuss similarities and differences of the communities with the student.

**Do you think your community has more facilities than Outport or Grand Corners?**

Complete Day 5: Assignment 6 in your Assignment Booklet.



## Looking Back

Talk about the music you heard today. Did you like “The Nutcracker”? Why or why not?

Do you remember what the word **fiction** means? Explain what it means.

What does the word **non-fiction** mean? Explain.

What have you learned about fishing villages?

## Story Time

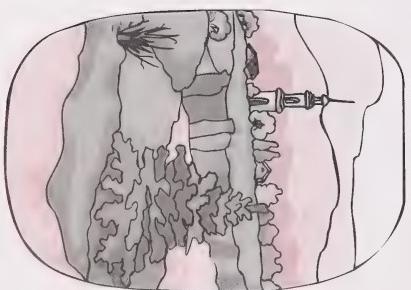
Relax and enjoy the story!

Turn to Assignment Booklet 3A and complete Day 5: Learning Log. Have the student include his or her comments.

## Sharing Time

Choose something you did today that you would like to share with a friend or family member. You may like to do one of the following:

- Show how you can clap to the beat of musical notes.
- Read "Come On In!"
- Show and tell about your pictures that show exaggeration.
- Tell what you learned about fishing villages.



## Day 6: A Map of Grand Corners

People in the community of Grand Corners all helped to make the Harvest Community Supper. Have you ever participated in a community supper?

Today you will read about another boy's community supper and family dance.



## Calendar Time

Place your thermometer outside. Leave it there for ten minutes. Continue with your calendar activities.

Review the days of the week and the months of the year.

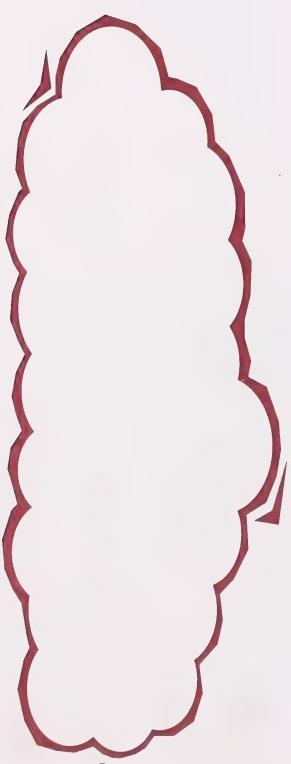
Say the days of the week aloud.

Say the months of the year aloud.

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



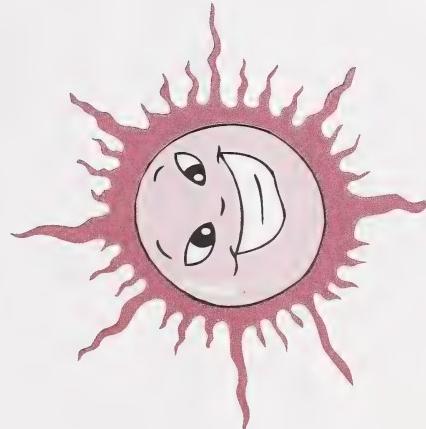
What is the weather forecast for today?

Discuss today's forecast with the student.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Discuss the current weather with the student.

Go outside and get your thermometer. In red, mark the temperature on the thermometer here. Record the temperature on the line.



The student checks the temperature from Day 5 and records the answers on the lines.

Have the student look at the thermometer to count the

difference in degrees between the two days. Your student will need assistance when temperatures range above and below 0°C. For example, if the temperature on Day 5 is  $-5^{\circ}\text{C}$ , and the temperature today is  $2^{\circ}\text{C}$ , the student prints  $7^{\circ}\text{C}$  on the line.

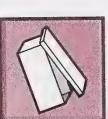
Is today's temperature higher, lower, or the same as the temperature on Day 5? \_\_\_\_\_

How many degrees higher or lower is the temperature today than on Day 5? \_\_\_\_\_



Work on Module 3: Day 6.

## I Can Read a Map



Take out the book *People! Places!*

Read the story "Come On In!" silently.

Look at the map of the community of Grand Corners on pages 16 and 17.



**Now look at the chart you filled in on Day 4 showing all the places Katie and her brother visited.**

**On the map try to locate in order each place the children visited.**

**Travel the route again. This time, say which direction they travelled to get to each place.**



### Lorne's Writing

**Turn to the back cover of your book *People! Places!***

**Who is the author of the text?**

Using the chart from Day 4, have the student recall sequentially the places the children visited. Go back to the story to find clues to where the people live. Read the clues to find each place with the student. For example, on page 9, Thompsons' farm is “right next to ours.” Look for the two farm houses with barns. On page 10, MacDonalds’ place is “past the orchard,” and so on. Discuss the features on the map that represent the community and the landscape: the ocean, the houses, farms, roads, orchard, community hall and other buildings, the lighthouse, animals, and so on. Point out the directional arrows in the bottom left-hand corner. Discuss the letters and what they stand for (north, south, east, and west). Travel the route the children took, this time talking about the direction they took on their way to the Community Hall.

Read “Lorne’s Writing” to the student as he or she follows along in the text. Then have the student print the answers. The answers are Lorne Douglas and grade two.

**What grade is Lorne in? \_\_\_\_\_**

The answer is Lorne Douglas because only Lorne's name appears on the text.

Who do you think is the illustrator? Why?

The answers are Friday, the Community Hall, and My dad had a big heap of spaghetti and then he finished everybody else's.

When was the Spaghetti Dinner held?

Where was it held?

Print the sentence that tells you Lorne's dad really likes spaghetti.

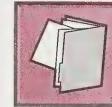
**Do you know what the initials **D.J.** stand for?**  
 Circle  or .

**Do you know what a disc jockey is?**  
 Circle  or .

**Who was the D.J. at the Spaghetti Dinner?**

**Why did they have a D.J. at the Spaghetti Dinner?**

**What part of Lorne's Writing is illustrated?**



**Take out lined paper.**

**Write about and illustrate a community supper you have attended, or pretend you went to the Spaghetti Dinner with Lorne. Write about and illustrate one or more of the activities in Lorne's Writing.**

**Put your name on the page.**

Discuss that D.J. is short for *disc jockey*.

A disc jockey plays music for people to listen and dance to.

The answers are as follows:  
 Lorne's father was the D.J.; there was a family dance after the dinner; the illustration shows Lorne's dad with the big heap of spaghetti on his plate.

With the student talk about a community supper the student has attended or recall the activities in the text as follows: walking to the Community Hall, sitting at the table eating, watching Lorne's dad finishing other people's dinner, listening to the D.J., dancing to the music, and playing outside. Have the student write about and illustrate one or more of the activities as if he or she had been there. Remind the student of the writing process. Encourage him or her to follow the steps.

Refer to the Home Instructor's Guide for information on this activity.

## Words I Use Often

Refer to the Home Instructor's Guide for information on this activity.

Look at the two words on coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

## Fun with Phonics

Have the student print the blends in the banners.

Read the following sentence aloud. Circle every word that has a beginning **r blend**.

Brenda spent every cent on a great big blue  
scary mask.

The "r blend" words are Brenda and great.

Print the words that have a beginning **r blend**.



Which words have a beginning **s blend**?



Which one has a beginning **l blend**?



Which ones have ending blends?



Some consonant blends are heard at the beginning of words, and some are heard at the end of words.

Sometimes a word will have a beginning and an ending blend. Which word in the sentence has both?

The “s blend” words are spent and scary.

The “l blend” word is blue.

The words with ending blends are spent, cent, and mask.

Explain that some consonant blends are at the beginning of words, some at the end, and some are in both places.

The word spent has blends in both places.

You will be reviewing consonant blends.

Refer to the Home Instructor's Guide for information.



Do pages 105 and 106.

Refer to the Home Instructor's Guide for information.

**Break for lunch.**



**Silent Reading**

Enjoy your reading time!



## Spelling

Refer to the Home Instructor's Guide for information.

These are the spelling words from your spelling pre-test on Day 3. Read them aloud.

don't   world   going   want   school   until

Print the six words on the lines.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Have the student answer orally.  
Elicit *do* and *on* in *don't*; or in  
*world*; *a*, *an*, and *ant* in *want*;  
*go* in *going*.

Sometimes bigger words have little words in them.  
When you need help with a word, see if the word has  
a little word in it.

Can you find little words in the ones you just printed?

Remind the student that a consonant blend is when two or more consonants blend together, but you still hear each sound.

Another way to help you spell a word is to look for a **consonant blend**. Do you remember what a consonant blend is? Circle  **yes** or  **no**. Find a beginning consonant blend in one of the words.

The consonant blend is "sc" in school.

Circle the consonant blend in school.

Now read each spelling word aloud again. Does knowing consonant blends and seeing little words help you spell a word? Circle  **yes** or  **no**.

## Cook It, Freeze It, Melt It, Burn It

### Cook it

Look carefully at the raw potato your home instructor gave you.



Cut a small piece to examine the smell and taste.  
Touch it to feel the **texture**.

Wrap aluminum foil around the potato and place it in the oven, or cook your potato in a microwave oven.

Turn to the chart on the next page.

Preheat the oven to 200°C (400°F) or use a microwave oven. Give the student a raw potato to examine. Have the student taste, smell, touch, and poke the potato with a fork. Cut a piece off the potato to examine the inside.

Explain that *texture* means how it feels.

Bake the potato in aluminum foil for about 45 minutes or microwave on high for about four minutes. While you wait for the potato to cook, have the student record the description on the chart and continue with the lesson.

On the chart record your observations of the potato before cooking. Draw the raw potato below the chart. You will fill in the other parts later.

	Observations	
	Potato Before Cooking	Potato After Cooking
Taste		
Smell		
Colour		
Texture		
Size		

## Freeze It

At the end of Day 4, you poured some water into an ice-cube tray and put it into a freezer.

Take the ice-cube tray out of the freezer now.

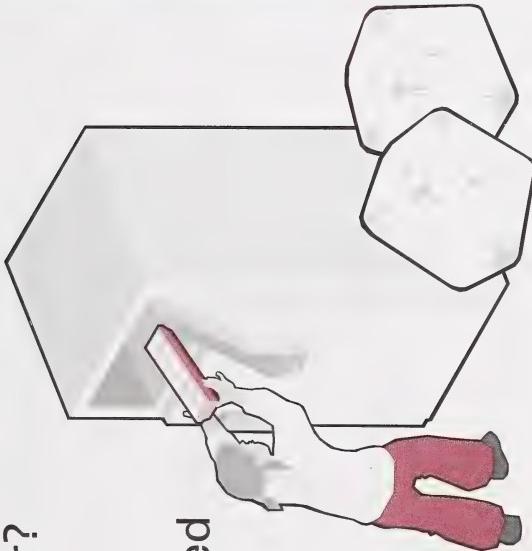
What happened to the water?

Look back to the prediction you made. The water changed into ice cubes. Was your prediction correct?

Circle **yes** or **no**.



When you **freeze** water, it changes. It becomes a **solid**.



Talk about the change the water went through, going from a liquid to a solid. (It froze.)

Discuss the student's prediction.

Explain that *freeze* means to cool a material so it turns hard and stiff. Water turns to ice. A solid is something that is hard or firm, not a liquid or gas.

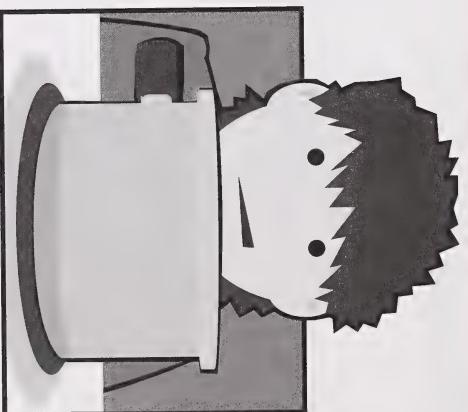
## Melt It



Take out your thermometer.

Put four cubes into a pot.

Ask your home instructor to put it on the stove for you and to turn on the heat.



What do you think will happen to the ice cubes?

Print your prediction on the line.

---

What happened to the ice?

Was your prediction correct? Circle **Yes** or **No**.



Allow the ice to melt completely.  
Have the student observe what happens and talk about the change from a solid to a liquid.  
Check the student's prediction.

Have the student make his or her prediction.

Put the pot on the stove and turn the heat on.

When you **melt** something, it often changes. Water becomes a liquid. To change a solid to a liquid by using heat is to melt it.

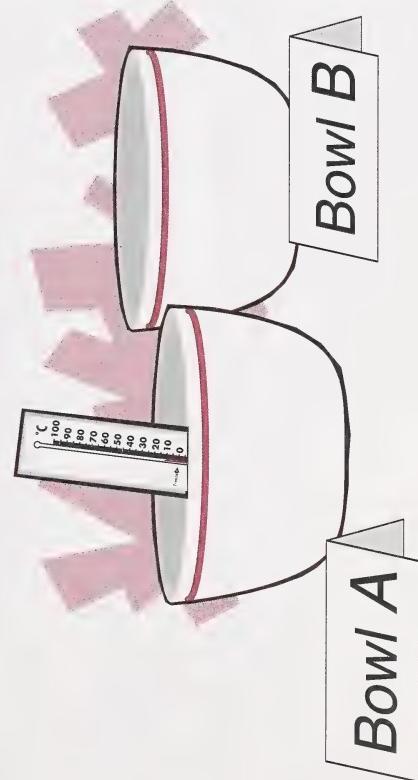
Measure the temperature of the water in the two bowls your home instructor set out.

What will you use to measure the temperature of the water? \_\_\_\_\_

If you wrote **thermometer**, you were right.

Explain that heating a material will often change it from a solid to a liquid. This is called *melting*. Use caution when placing the thermometer in hot materials. It could break. Do not use boiling water for this experiment.

On an even surface place two bowls of water, one with very hot cold water and one with very hot tap water. Print "Bowl A" and "Bowl B" on two pieces of paper and place Bowl A in front of the bowl of cold water and Bowl B in front of the bowl of hot water. Using a thermometer have the student measure the temperature of the cold water first and then the hot water.



Measure the temperature of the water in Bowl A and Bowl B again. Record the temperatures in the chart. Don't forget to write the number with the symbol for degrees Celsius.

Chart 1

Temperature of Water	
Bowl A	Bowl B

Bowl B has the higher temperature.

Bowl A has the lower temperature.

Which bowl of water has the higher temperature?

Which bowl of water has the lower temperature?

Water is cooler in Bowl A.

Water is warmer in Bowl B.

The water is cooler in Bowl \_\_\_\_\_.

The water is warmer in Bowl \_\_\_\_\_.

**What do you think would happen if you put an ice cube in each bowl? Predict in which bowl you think the ice cube will melt quicker. Why?**

---

**Place one ice cube in each of the bowls. Watch what happens!**

---



**What happened to the ice cube in Bowl A?**

**What happened to the ice cube in Bowl B? Why did that happen?**

Have the student predict in which bowl the ice cube will melt quicker. Have the student give a reason.

Have the student observe what happens to each ice cube.

Now measure the temperature in both bowls again and record it in this chart.

Chart 2

Temperature of Water	
Bowl A	Bowl B

Have the student compare the temperatures before the ice cube was put in the bowl and after. The temperature in Bowl B was lowered because of the ice cube.

Compare the temperatures of Bowl B before the experiment and after the experiment. Why is the temperature of the water lower after the experiment?

### Burn It

You saw how freezing and melting can change water.

Do you think burning something can change it?

Circle **yes** or **no**.

Do this experiment to find out.

Look at the sugar your home instructor gave you.

Have the student record observations about the sugar before cooking it.

Look carefully at the colour. You will also need to smell and taste the sugar. What is its size? How does it feel or what is the texture?



Describe the sugar on the following chart under **Sugar Before Burning**. You will fill out the other parts later.

Below the chart draw a picture of the sugar before burning.

**Observations**

	<b>Sugar Before Burning</b>	<b>Sugar After Burning</b>
Taste		
Smell		
Colour		
Texture		
Size		

**Watch what happens to the sugar as your home instructor cooks it on the stove.**

**What happened to the sugar?**

Place 125ml of sugar in a small pot and place it on the stove. Stir the sugar until it begins to boil and turn colour. Have the student watch and record observations.

Have the student answer the question on the lines in a complete sentence.

For example, “The sugar changed colour, smelled, and became a liquid when we burned it.”

**Now go back and record your observations in the chart. Draw the picture of the sugar after burning below your observation.**

Have the student record the observations in the “Sugar After Burning” column in the chart. The molten sugar will be very hot. Do not have the student taste it until it has cooled down. Carefully test it first.

**You saw how water can change into ice when it's frozen and how ice can turn back into water when it is melted.**

Explain that some changes are irreversible. The liquid sugar for example cannot change back into its previous white state.

Relate this to other materials, such as burned wood that has been reduced to ashes cannot change back either. Changes caused by melting and freezing can sometimes be reversed but materials that have been burned cannot go back to their original state.

Do you think the liquid sugar can change back again into the white sugar like it was?

Circle  or .

Try to cool it and see!

**What happened?**



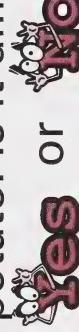
Is your potato cooked?

Check the potato to see if it is cooked. If not, go ahead to Story Time and read to the student. Return to the lesson afterward.

Use your thermometer to measure the temperature of the potato.

What is it? \_\_\_\_\_

Look carefully at the cooked potato. Is it different from the raw potato? Circle **yes** or **No**.



**yes** or **No**.

How did cooking the raw potato change it?

Record your observations of the cooked potato in the **Potato After Cooking** column of the chart.

Now eat and enjoy your potato!

Carefully help the student take the aluminum foil off the hot potato and allow it to cool for a few minutes before measuring the temperature of the inside. Have the student print it on the line. Ensure the student prints °C after the number.

Cut the potato in half to allow for observations.

Have the student go back and record observations in the *Potato After Cooking* column of the chart.

## Did You Know?

If you wear a hat on your head when it is cold outside, the rest of your body will be much warmer. It works like a lid and keeps your heat in.

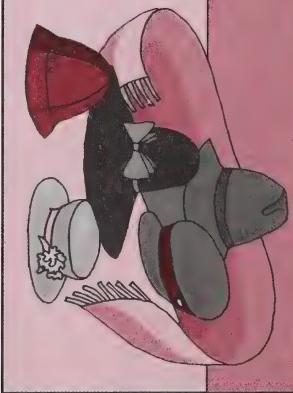


Complete Day 6: Assignment 7 in your Assignment Booklet.

## Enrichment (optional)

Refer to the Home Instructor's Guide for information on this activity.

If you have time, you may want to do an Enrichment activity.



## Looking Back

On the map how well could you trace the route that Katie and her brother took?

Do you feel you are able to read maps well?  
 Circle  or  Why or why not?

Did you enjoy writing and illustrating a scene from a community supper or Lorne's Writing about the Spaghetti Dinner?

Which feels better for you—writing your ideas in words, drawing your ideas in pictures, or doing both writing and illustrating?



Writing is  
Fun!

What advice would you give a younger person who is just beginning to write or illustrate?

Turn to Assignment Booklet 3A and complete Day 6: Learning Log. Have the student include his or her comments.

## Story Time

Relax and enjoy the story!

## Sharing Time

Choose something you did today that you would like to share with a friend or family member. You may like to do one of the following:

- Read Lorne's Writing.
- Show the route Katie and her brother travelled on the map of Grand Corners.
- Talk about the experiments you did. Show how something is changed by heating or cooling it.

## Day 7: I Wonder

When you lie in bed, what do you wonder about? Do you ever wonder what it would be like to fly or what it would be like to be a fish?

Today you will read about someone who wonders. You will hear a song about the wonders of nature.



## Calendar Time

Place your thermometer outside. Leave it there for ten minutes. Continue with your calendar activities.

Review the days of the week and the months of the year.

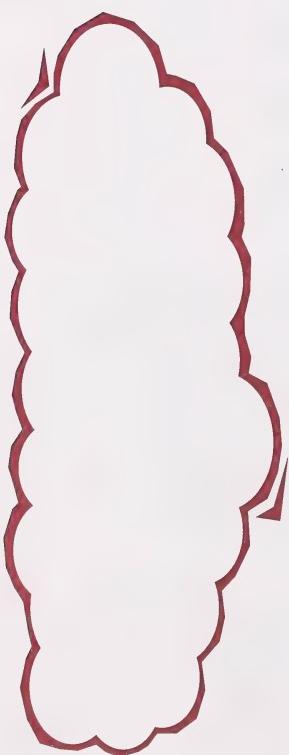
Say the days of the week aloud.

Discuss the current weather with the student.

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is

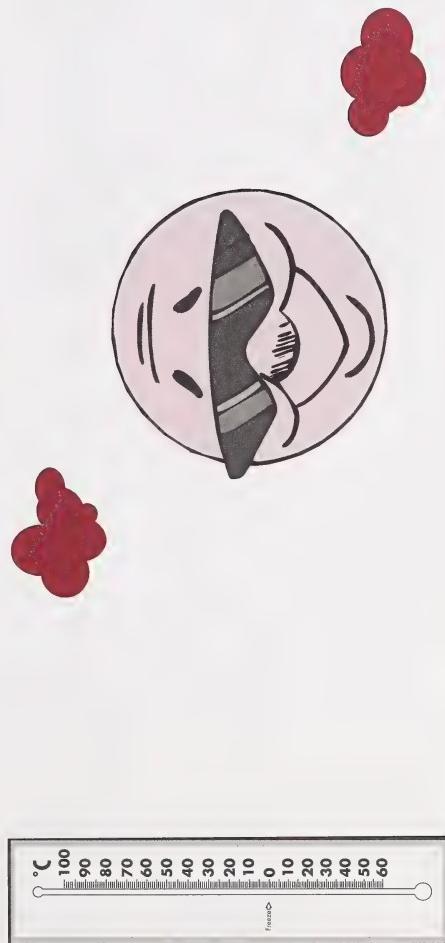


What is the weather forecast for today?

Discuss today's forecast with the student.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Go outside and get your thermometer. In red mark the temperature on the following thermometer. Record the temperature on the line.



Have the student check the temperature from Day 6 and record the answers on the lines.

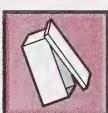
Is today's temperature higher, lower, or the same as the temperature on Day 6? \_\_\_\_\_

If it is different, how many degrees higher or lower is it? \_\_\_\_\_



Work on Module 3: Day 7.

## Journal Time



Take out your journal. Turn to the Personal Writing section.

Ask the student to think of a time when he or she has let his or her mind wander? For example, has the student watched a bird fly and wondered what it would be like to fly or stared at a lake or the ocean and wondered what it would be like to be a fish. Talk about it.

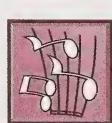
Do you ever wonder about things?

Circle or . What things do you wonder about?

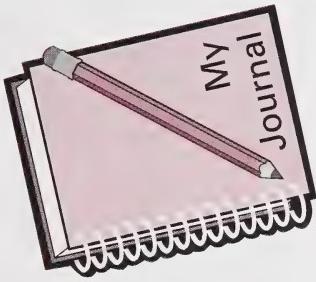
Write about a time you wondered about something. Use the following as a sentence starter.

I wonder . . .

## Music and Movement



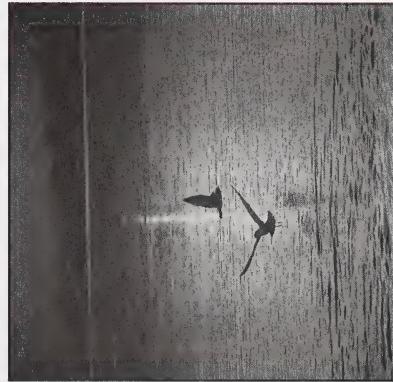
Listen to the song “Nature’s Lullaby.”



Discuss the sentence starter and the student's response to it. Then have the student print the response in the journal.

Locate the song “Nature’s Lullaby” in the *Ideas That Sing!* Volume 1 CD. Play it for the student.

There are many wonders of nature—beautiful sunsets and sunrises, wonderful animals, birds, and fish. Can you think of others?



Discuss the images that came to mind as you both listen to the song. Talk about the wonders of nature the song brings to mind.

Play the song again. This time, have the student interpret the music through movement by flying like a bird, swimming like a fish, creeping like a spider, swaying like an elephant, and so on.

Have the student think of other creatures to imitate as the music plays. Do some movements with the student to motivate him or her. Show how to move slowly in time with the music.

**Try to pretend you're a bird flying in the sky?**

**Can you pretend to be a fish swimming in the sea?**

**Imagine these and other creatures as you move to the music.**

### **Move That Ball**

Practise some moves with a ball. Your home instructor will tell you how.

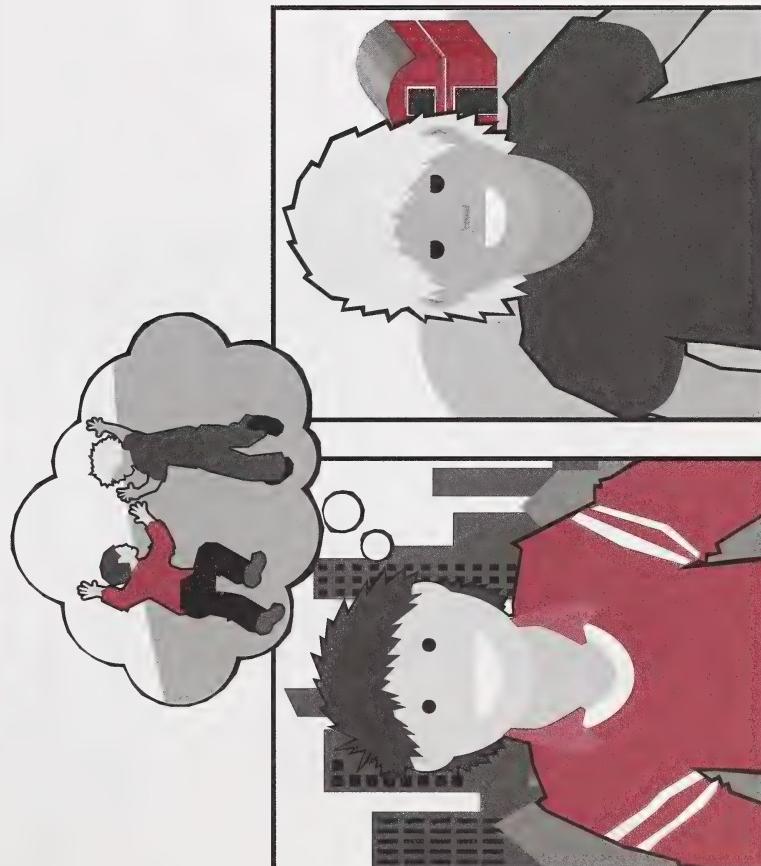
Do some stretches to cool down before you begin your work.



## Reading

Do you have friends or family members who live far away? Circle **yes** or **no**.

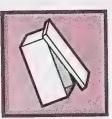
If the student doesn't know anyone, he or she can imagine having such a friend and talk about what they would do together.



Discuss friends or relatives the student may have in other places.

If you do, where do they live? How do you keep in touch?

If your friend from faraway visited you, what would you like to do together?



Take out the book *People! Places!*

Turn to the Contents page.

Find the title "A Lot of Kids."

What page is it on?

It is on Page 18.

What is it? \_\_\_\_\_

It is a poem.

Is "A Lot of Kids" a story? Circle **yes** or **no**.

A cartoon character of a smiling face with arms raised in excitement, wearing a small crown.

A cartoon character of a sad face with arms crossed, wearing a small crown.

Look at the picture.

Where do you think the boy is standing? What could he be doing?

Look at the mini-picture on the Contents page. Discuss where the boy could be and what he is doing.

Listen as your home instructor reads the poem to you.



Read the poem to the student without showing the pictures. Ask the student to let his or her mind follow the boy's wondering thoughts. Discuss thoughts the student had about the poem.

Turn to page 18 in the book. Look at the illustrations.

Have the student compare what the boy is looking at (his own city) to what he is imagining in his mind (a faraway city). Ask the student if the pictures he or she imagined while listening to the poem are similar to the illustrations on the pages.

The author is Jeff Moss.

The illustrator is Scot Ritchie.

Are these pictures what you imagined they would be? Circle  or . Why or why not?

Who is the author of "A Lot of Kids"?

Who is the illustrator?

Discuss answers orally. The boy

lives in an apartment building in a city with lots of kids. The place

in his mind is hot (because of the palm trees), is beside the ocean, and is also a big city with

lots of kids. It is a city just like

his own, except in a hot place.

The boy is wondering if somewhere in this huge world there could be another child he

could be friends with.

Read the poem silently.

What kind of place does the boy live in?

How would you describe the place the boy is imagining in his mind?

Why is he picturing that kind of place?

What do you think the poem is about?

Where would you like to have a friend live? Why?

### This is Where I Live



The boy in the story "A Lot of Kids" lives in an apartment building, on a street, in a city, in a country, on the planet Earth.

Discuss the poem and where the student would like his or her friend to live and why.

Have the student print the correct home address and answer the questions.

Where do you live? (Think back to when you wrote your home address on Day 2.) Write your home address.

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What is the name of the country where you live?

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What is the name of the planet you live on?

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### Enrichment (optional)

Refer to the Home Instructor's Guide for information.

If you have time, your home instructor will help you.

## Meeting New People

**Do you know how to start a conversation with someone you don't know?**

**Under the following title, make a list of things you could say and do when you meet a new person.**

### How To Start a Conversation

Read page 19 aloud to the student. Ask what the two children might say to each other if they actually met. (See the Home Instructor's Guide for examples.) Talk about things that are appropriate to say and about being polite.

After the student reads the scenario, have him or her think about how the conversation might go. Then with the student, take the roles of the two children and carry on a conversation. Tell the student to think about the suggestions in the list as you converse. After the conversation discuss ways to improve. If there are new suggestions, add them to the chart. Switch roles.

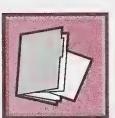
**When your family is on a holiday at the beach, you see someone about your own age playing in the sand alone. You would like to make friends and play in the sand, too.**

**What could you say and do to make friends with this person?**

## The Boy Makes New Friends

On page 19 he is coming out of the apartment building.

**Look at the picture of the boy on page 18. Can you find him on page 19?**



**Take out lined paper.**

Have the student write an account of what happens when the boy meets the other children. Remind the student to follow the steps in the writing process.

**Now he's in his imaginary place! Write what happens when he meets his imaginary friends on the street. Give the boy a name.**

## Words from the Story

These words are from "A Lot of Kids." Read them to your home instructor.

city

country

street

wonder

Remember, if you have a hard time saying a word, look at how it starts. Then try sounding it out. Is there a little word in it that you know? Look at how the word ends. Look for consonant blends to help you.

Saying a word correctly helps you remember it and spell it correctly. Say each of the words slowly. Listen to the letter sounds in each word.

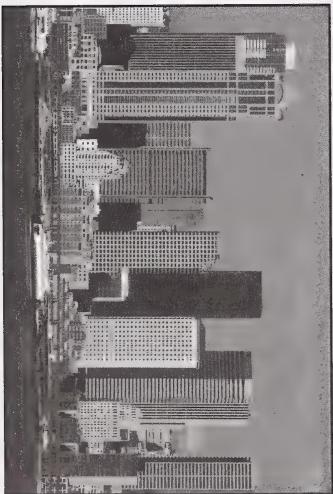
Listen to each word as the student says it aloud correctly.

The answers are country, wonder, street, and city.

Practise the **look – say – cover and see – write – check** way of learning to spell these new words.

Use the new words to complete these sentences.

1. I live in a great \_\_\_\_\_. It's called Canada.
2. I \_\_\_\_\_ how my friend Mike is.
3. Brad lives across the \_\_\_\_\_ from me.
4. Many people live in the \_\_\_\_\_.



Print the answers to the following on the lines.

What rhymes with **street**? \_\_\_\_\_

Have the student print the answers on the lines. The rhyming words could be *meet, beet, feet*, and so on.

What little word in **wonder** means the opposite of **lost**? \_\_\_\_\_

Find two little words in **country**. \_\_\_\_\_

Two little words are *count and try*.

What is one little word in **city**? \_\_\_\_\_

The little word is *it*.



Take out four white index cards.

Print the four words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

If there are any other words from “A Lot of Kids” that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Refer to the Home Instructor’s Guide for information on this activity.

## Spelling

Print the four new words in your dictionary.

Do you know how to spell the following words?

In your Assignment Booklet you will write sentences using each one of these words. First, read the following to help you do your best.

Look at this example.

I want to play with Jeff.

Review how to write sentences with the student.

Remember to always use the following:

- a capital letter to begin each sentence
- a capital letter for the proper names of people and places
- the correct end punctuation for each sentence, such as a period, question mark, or exclamation mark
- quotation marks where needed

Complete Day 7: Assignment 8 in your Assignment Booklet.



**Break for lunch.**

Refer to the Home Instructor's Guide for more information.

## Silent Reading

Enjoy your reading time!



## Fun with Phonics

Read the following word to your home instructor.

yet

Print the beginning consonant sound. \_\_\_\_\_

Did you print the letter **y**? You are right!

Print your answers to the following riddles on the lines. Use words with the **beginning consonant y**.

Guide the student to print the answers on the lines. The answers are as follows: yellow, yes, yard, year, yo-yo.

1. What **colour** is the sun? \_\_\_\_\_
2. What is the opposite of **no**? \_\_\_\_\_
3. What is outside and goes all around the house?  
\_\_\_\_\_

4. What is 12 months long? \_\_\_\_\_

5. What toy is spun out and reeled in on a string?  
\_\_\_\_\_

Read aloud the following words.

city      country

Elicit the sound *i* is a “long e” vowel sound. Guide the student to understand that if “y” is the only vowel at the end of a word

with two or more syllables, it usually has a “long e” sound.

What sound do you hear at the end of each word?  
**The sound is long e.**

Read the following words aloud.

my      cry

Elicit the sound is a “long i” vowel sound. Guide the student to understand that if “y” is the only vowel at the end of a one-syllable word, it usually has a “long i” sound.

What sound do you hear at the end of each word?  
**The sound is long i.**

Can you think of other words that end in **y** and have the sound of **long e** or **long i**?

Circle **yes** or **no**. What are they?



Some words that end in “y” and have the “long e” sound are silly, Molly, Sally, Teddy, puppy, penny, or happy. Some words that end in “y” and have the “long i” sound are fly, why, dry, and try. Have the student say each word and listen for the ending sound in each.

Dictate the sentences as follows:

1. Mom will fry that for us.
2. The baby likes to cry.
3. She will try to come.
4. Dad is funny.
5. The sky is a pretty blue.

Check the spelling and circled words afterward with the student. Words circled in red should be baby, funny, and pretty. Words circled in yellow should be fry, cry, try, and sky.

Print the sentences on the lines as your home instructor says them. Circle the words that end in **y** and have a **long e** sound with a red crayon. Circle the words that end in **y** and have a **long i** sound with a yellow crayon.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4.

---

---

---

5.

---

---

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Now you will see how well you know the vowel sounds of Y.



Do pages 107 and 108.

Refer to your Home Instructor's Guide for information.

### Enrichment (optional)



If you have time, you may want to do an extra activity.

Refer to your Home Instructor's Guide for information.

## Ouch! That's Hot



**Look at the picture. Why is the boy's father wearing those big oven mitts?**

Talk about the picture: the father is wearing oven mitts to protect his hands because the baking sheet from the oven is very hot.

Discuss instances where the student was burned: touching a hot pot, stove, oven; walking on hot sand, eating food that was too hot, touching a burning log, bathing in hot bath water, and so on. Talk about the dangers of these and other hot things. Explain that a *heat source* is where heat originates or comes from. For example, the sun, a stove, and a fire are heat sources (where the heat comes from). Have the student look up the word source in the dictionary.

The student may walk around the home looking for examples of heat sources. Examples include some of the following: stove, oven, coal or wood stove, logs burning in a fireplace, candles, furnace, electric heater, toaster, iron, lamps that have been turned on for awhile, electric frying pan, barbecue, lighters, matches, curling iron, hot food, baking dish, hot water tap, electric kettle, or pets and people (body heat).

After the student fills in the chart, go over it with him or her and talk about any heat sources that are not listed.

**Have you ever hurt yourself with something that was really hot? Circle  or .**

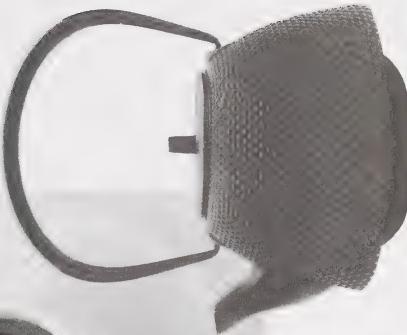
**If you did tell what happened.**

**Hot things can be very dangerous. You can hurt yourself badly if you're not aware of the **heat source**.**

Have the student look up the word source in the dictionary.

**Can you name some things in your home that are sources of heat? Circle  or .**

**In the following chart, list as many heat sources as you can.**



Heat Sources in My Home	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Discuss the importance of handling hot materials safely. Some safety rules include the following: use oven mitts to handle pots and pans that have metal handles (explain that metal conducts heat very well, whereas plastic and wood do not); test bath water before getting in; wait until hot food and drinks cool before eating or drinking; keep matches away from children; don't touch stoves or ovens that are turned on; don't put a spoon in your mouth that has been sitting in a hot drink (metal conducts heat); never leave candles burning when you're not in the room.

## You know how dangerous it can be to handle very hot things.

Think of four other hot items and write them in the chart. Then write safety rules to go along with them. One has been done to show you.

Hot Items	Safety Rule
<b>hot muffins from the oven</b>	<b>Wear oven mitts when taking something out of the oven.</b>

## Ouch! That's Cold

Sometimes very cold things can hurt you, too. Can you think of some very cold things?

Have you ever put your tongue or a wet finger on a cold metal object outside in the winter?

Circle  or .

If you have you know how that can hurt you—the metal is so cold that it can tear your skin off.

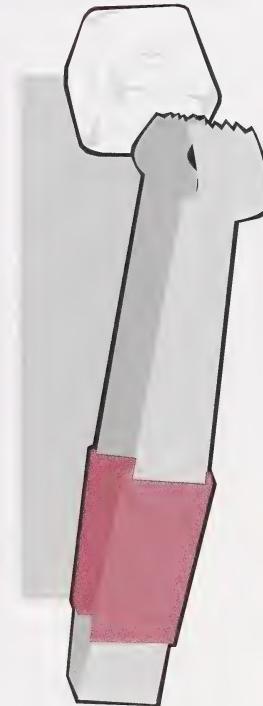
Other cold things can be very harmful, too.

How should you handle ice?

Discuss care while handling very cold things, such as ice and cold metal objects.

Discuss what this experience is like and why it is not a good idea.

Use ice tongs or gloves for large pieces of ice.



Use gloves or mitts for picking up metal objects outside in the cold.

If you're outside in the winter, how should you pick up metal objects?

You can freeze your hands by holding very cold things without gloves on.

An example of a safety rule is as follows: when outdoors in winter, don't put your tongue on metal objects.

In the chart write a safety rule about handling cold objects.

**Safety Rule**

## Make a Safety Poster

Always remember to handle hot and cold items carefully!

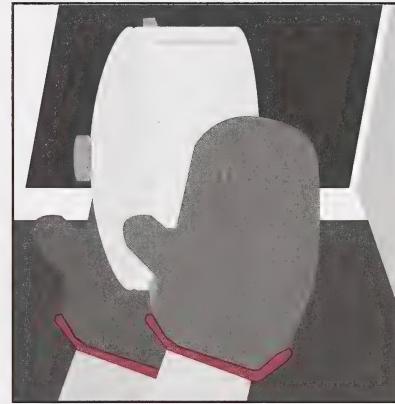


Take out poster paper.



Take out your crayons.

**Wear oven mitts when taking something out of the oven.**



Choose one safety rule for handling hot or cold things. Make a poster of it by illustrating it and printing the safety rule with it. Display the poster in your home.

## Looking Back

Was it easy or difficult doing the ball activity this morning? Why?

Is it easy or difficult to write stories using your imagination? Why?

How is the boy's community in the poem "A Lot of Kids" the same as yours? How is it different?

Name two new things you learned about handling hot and cold objects.

Turn to Assignment Booklet 3A and complete Day 7: Learning Log. Have the student include his or her comments.



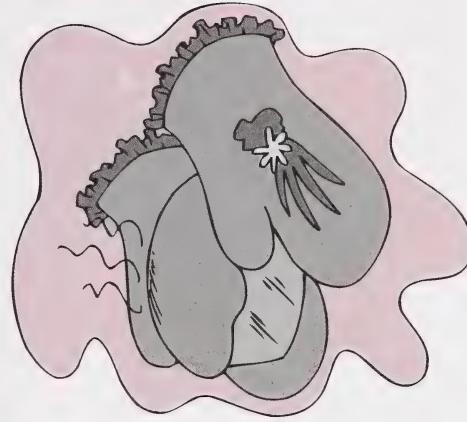
## Story Time

Relax and enjoy the story!

## Sharing Time

Choose one of the following to share with a friend or family member:

- Show new ways of using your ball.
- Read the poem “A Lot of Kids.”
- Read the story you wrote about the boy from “A Lot of Kids.”
- Talk about safe ways of handling hot and cold things.
- Show your safety poster.



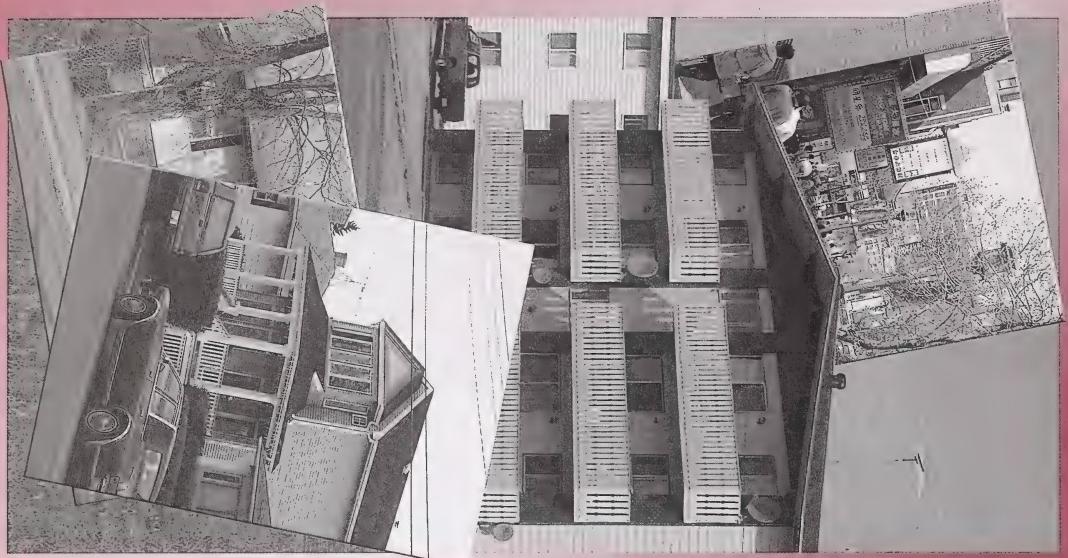
# Day 8: Different Homes

There are many different kinds of homes.

Some are designed for a single family and others for many families.

Some are better for living in the country and others for city living.

What kind of home do you live in?



## Calendar Time

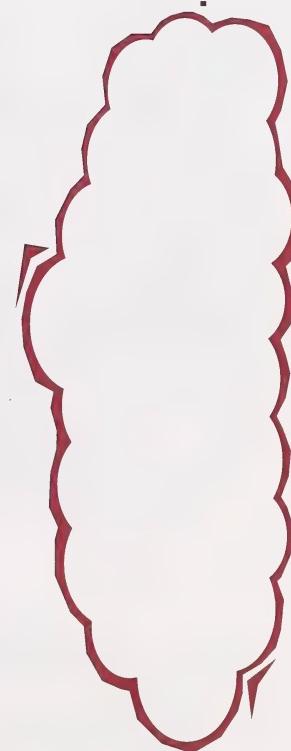
Place your thermometer outside. Leave it there for ten minutes. Continue with your calendar activities.

Say the days of the week aloud.

Say the months of the year aloud.

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.



Today's date is

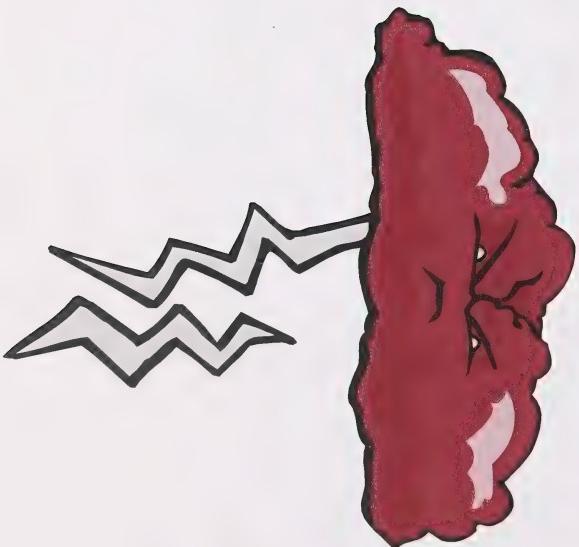
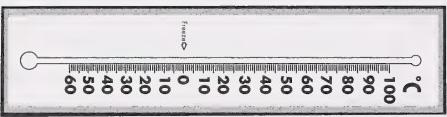
Discuss today's forecast with the student.

Discuss the current weather with the student.

## What is the weather forecast for today?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Go outside and get your thermometer. In red mark the temperature and write the degrees Celsius.



Is today's temperature higher, lower, or the same as the temperature on Day 7? \_\_\_\_\_

Have the student check the temperature from Day 7 and record the answers on the lines.

How many degrees higher or lower is the temperature today than on Day 7? \_\_\_\_\_

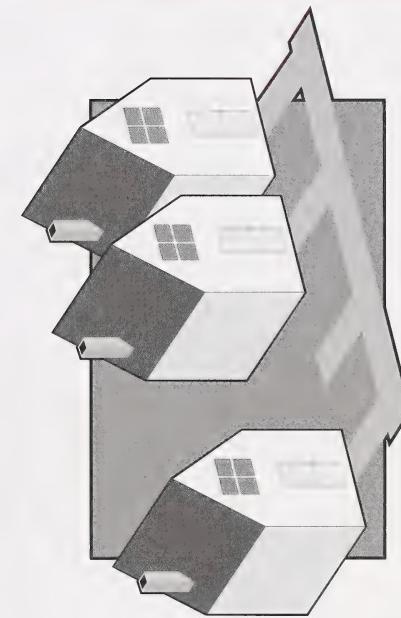


Work on Module 3: Day 8.

## Reading

Read the following sentence aloud.

If there were an empty lot near my home, I would . . .



Ask the student to talk about what he or she would do in the empty lot. Suggested ideas may be to play with friends or to imagine it was a park, zoo, or a store.

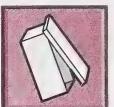
Refer to the Home Instructor's Guide for information on this activity.



## Enrichment (optional)

Have the student share times when he or she used imagination during play. Ask if the student used props or costumes.

Do you use your imagination when you play? Circle or . What kind of imaginary games do you play?



Take out the book *People! Places!*

Turn to the Contents page.

Have the student answer the question orally.

What page is the story "A Small Lot" on?

Turn to page 20.

The author is Eros Keith.

Who is the author of "A Small Lot"?

---

The illustrator is Marie-Claude Favreau.

Who is the illustrator?

---

Look at the illustrations on pages 20 and 21.

Why do you think the story is called "A Small Lot"?

Where is the small lot?

What do the two boys use the small lot for?

This story has a problem that the characters have to solve. What do you think it could be?



Have the student answer the questions orally. The story is about a very small empty lot.

The lot is between two apartment buildings.

The boys play in the lot.

Ask the student to predict and express orally what the problem could be.

Read pages 20 and 21 aloud.

Ensure that the student understands the new vocabulary and concepts, such as empty and vacant lot, on second thought, and so on.

The character's names are Jay and Bob.

Have the student find the two lines on page 21 that the old man said.

Discuss that the boys were thinking about the old man's pet store idea.

**Read the lines aloud that tell what the old man thought of the lot.**

**Why do you think Bob and Jay started to play with their stuffed animals?**

After every two pages, have the student answer the questions and discuss the selection.

They decided it was too small.

**Why did the man and his wife not want to build the flower shop on the lot?**

One lady said, "There won't be enough room for a doll house here."

**Find the sentence that tells why the old ladies want to find a larger place.**



Why did Bob and Jay play flower shop?

Why did they play toy store?

Read pages 24 and 25 aloud.

What is Bob and Jay's problem?

Is it what you predicted it would be?

Why did the old man come back to the lot?

What surprised him?



They played flower shop because they thought the lady and the man had a good idea.

They played toy store because they thought the old ladies had a good idea.

They think someone may want to buy their lot and they won't be able to play there anymore.

He came to measure the lot.

It surprised him that it was now a park.

Read page 26 aloud.

Discuss the illustration and opinions the student may have.

Look at the illustration. How does the old man feel now?

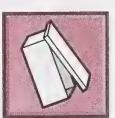
How do the boys feel? How do you know that?

What are the boys doing now in their "park"?

How did the boys solve their problem?

How would you have solved the problem?

### Journal Time



Take out your journal. Turn to the Reading Response section.

Talk about the story "A Small Lot" with your home instructor. Write your thoughts in your journal.

Discuss the story "A Small Lot" with the student and his or her feelings about it. Encourage the student to write a response to the story without sentence starters. Some questions you might ask the student to prepare for the writing are as follows: How did the story make you feel? Did you like the characters? What parts did you like best? Was there anything you didn't like? Did you like the illustrations?

## Who Said That?

Write the name of the character or characters each sentence is talking about. The first one is done for you as an example.

He thought of how to solve their problem.

Jay

They wanted to build a flower shop.

She said there wouldn't be room for a doll house.

They played almost every day together.

The answers are as follows: a man and his wife, Alice; an old lady; Bob and Jay.

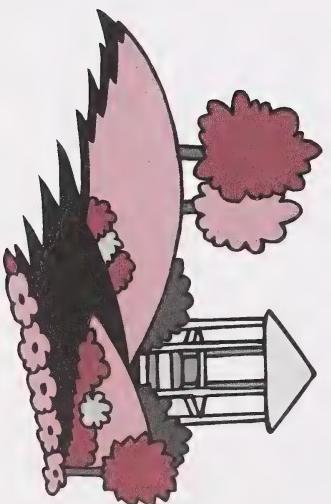
The answers are as follows: three old ladies; old man; old man and Charlie; Alice (the wife).

They wanted to build a toy store.

He said, "This lot is a park!"

They came by first.

She said, "It looks too small to me."



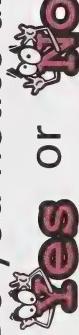
## Same Word—Different Meaning

Refer to the Home Instructor's Guide for information on this activity.

Look at the following titles. One is the title of a poem and one is a story.

### A Lot of Kids    A Small Lot

Look closely at the titles. Do you notice anything the same about them? Circle **yes** or **no**. What is it?



The meaning of **lot** is different in each. What does lot mean in each title?

Following are some words and the page numbers where you'll find them in the story "A Small Lot." Find each word and tell your home instructor what it means there.

Then think of another meaning for each word. Use the word with this different meaning in a sentence.

Discuss the two meanings of the word *lot*. Ask the student to say a definition for each one. Begin a chart of words that have two or more meanings and place it on a wall. Have the student add words to it he or she hears in conversation or finds in readings throughout the year.

Have the student find the word in the story and give its meaning in the context of the story. Then have the student give the other meaning for each word and use it in a sentence.

shop . . . page 21  
pet . . . page 21  
spot . . . page 22

store . . . page 23  
room . . . page 23  
place . . . page 23

Some other words are can, fall, stick, cast, set, light, and star. Look in a dictionary for more words and have the student illustrate the two meanings. Point out the example of park (to park a vehicle or a park to play in).

There are many words that have two meanings.

Can you think of others?



Take out unlined paper.

Pick a word with two different meanings. Draw pictures showing the two meanings. Print the word under each picture.

Put your name on the page.



## Words I Use Often

Look at the two words on coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

## Fun with Phonics

Turn these words with **short** vowel sounds into words with **long** vowel sounds by adding a vowel to the middle or end of each one. Print the new word beside it.

red

\_\_\_\_\_  
plan

met

\_\_\_\_\_  
pin

step

Module 3A: My Canada

Refer to the Home Instructor's Guide for information.

Review long and short vowels by having the student add one vowel either to the end of the word or to the middle of it to make the short vowel sound into a long one. The new words are as follows: read; plane, plain; meat, meet; pine, pain; steep; kite; cute; tube; cape; and hope. (The student has to print only one for each.)

kit \_\_\_\_\_

cut \_\_\_\_\_

tub \_\_\_\_\_

cap \_\_\_\_\_

hop \_\_\_\_\_

Review "y" sounds. Have the student raise one hand when he or she hears the "long i" sound at the end of a word and both hands if it's a "long e" sound.

Remind the student that usually a two-syllable word ending in "y" has a "long e" sound, while a one-syllable word ending in "y" usually has a "long i" sound. Emphasize the syllables when you read the words ending in "y." Read the sentences aloud slowly.

- Mary had twenty little lambs.

- My puppy is frisky.

 Do pages 109 and 110.

Listen carefully to the words your home instructor says. Does the y have a **long i** or **long e** sound?

You will be reviewing the vowel sounds of y.

Refer to the Home Instructor's Guide for information on this activity.

## Break for lunch.



## Silent Reading

Enjoy your reading time.

## Different Homes

What kind of homes do the following people live in?

Have the student answer the questions orally. Have the student turn back to the stories to find the types of homes the characters live in.

- Bob and Jay in the story "A Small Lot"
- the boy in the poem "A Lot of Kids"
- the people in the community of Grand Corners from the story "Come On In!"

Talk about the different homes people live in. Compare the homes to the one the student lives in.

There are so many different kinds of homes to live in.  
What kind of home do you live in?

How is your home the same as the ones from the stories you read? How is it different?

Discuss the types of homes of friends and relatives.

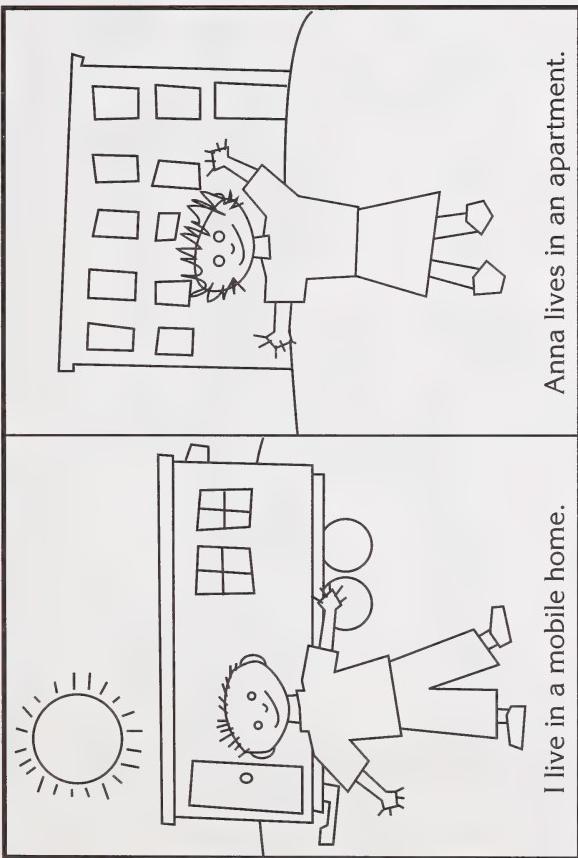
Do you have friends or relatives that live in different kinds of homes? Circle **Yes** or **No**. What are they?



Take out unlined paper.

Draw a line down the middle of the page.

Draw your home with you standing in front of it on one-half of the page. Print your name and a sentence telling the type of home it is under the picture.



On the other half of the page, draw the home of a friend or relative who lives in a different kind of home. Draw him or her standing in front of it. Print a sentence telling your friend's or relative's name and the type of home it is under the picture.

Print your name on the page.

Refer to the Home Instructor's Guide for information.

## Life in the City



Take out the book *People! Places!*

In the story "A Small Lot," Bob and Jay live in a very big city. The boy in the poem "A Lot of Kids" lives in a big city, too.

Turn to the poem "A Lot of Kids" and the story "A Small Lot." Look at the illustrations on pages 18 and 20.

Have the student answer orally. He or she may suggest crowded streets, lots of people, busy traffic, or tall buildings close together. Explain that people who live in an inner city (downtown or close to it where the population density is high) live close together. That's why highrise apartment buildings exist: more people can live in a small area. Discuss the features that are the same and different in the student's own community.

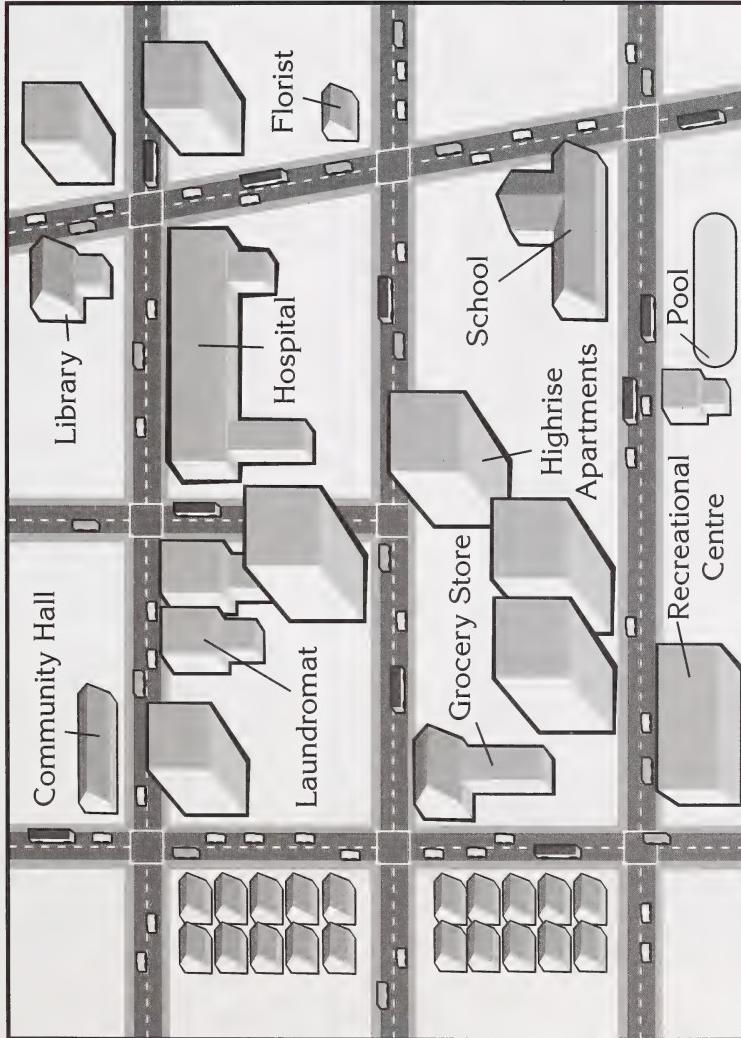
How would you describe the cities the boys live in?

Is their community the same as yours?

Circle **Yes** or **No**. If not, how is it different?

Look at the following map of an inner-city community.

Look at the facilities of this community.



All communities have special facilities for people who live there. In the following chart compare this community to your community.

Talk about recreational activities in the student's community and those found in the illustration of the inner city. Link activities with location and environment. Have the student fill in the following chart.

Read the activities in the first column. Put a (✓) in the box under **Inner City** if people could do the activity there. Put a (✓) in the box under **My Community** if people could do the activity there.

Activity	Inner City	My Community
go fishing		
go cross-country skiing		
plant a garden		
watch street activities from a balcony		
take karate classes		
go to the movies		
watch a professional hockey game live		
go on a picnic in a park		
go swimming		

Compare the activities that people **can** do in an inner city that they **can't** do in a smaller community like a fishing village.

Why can people do these activities in an inner city and not in a fishing village?

---

Have the student print the answer on the lines. For example, an inner city may have enough people to support an arena large enough for a professional hockey game whereas a small community may not.



An inner city has facilities that people use. These facilities meet the needs of the people in the community.

Discuss some occupations that meet the needs in an inner city, such as shopkeepers and clerks, hairdressers, teachers, bus drivers, taxi drivers, library workers, and so on. Facilities may be as follows: a variety of stores (to buy food, clothing, and other goods); community hall (where people meet and come together to socialize); school (children learn things); hospital (sick or hurt people are cared for); recreational centres (for exercise and sports).

Who are some of the people in an inner city who help meet the needs of the community?

Fill in the chart with the following information:

- Name three facilities that may be in an inner city.
- Tell how people use those facilities.

Facilities in an Inner City	How People Use This Facility

Would you find the facilities you just listed in other communities? Circle  or .

Why or why not?

Does your community have many facilities or few facilities? \_\_\_\_\_

What are four facilities found in your community?  
How do you use them?

Discuss how some facilities are found in all communities because people have the same basic needs no matter where they live.

Have the student answer orally.  
Some of the facilities in the student's community may include hospitals, schools, libraries, day-care centres, shopping centres, senior citizens homes, clinics, swimming pools, drop-in centres, food banks, arenas, and supermarkets.



Discuss the similarities and differences found in a fishing village and an inner city.  
Discuss why there are some differences in the ways these communities meet their needs.

Use an atlas and help the student locate the cities on the map of Canada.

You learned about a fishing village. How is it the same as an inner city? How is it different?

### Canadian Cities

There are many cities in Canada. See how many of the following you can locate on your map.

Regina	Fredericton	Vancouver
Winnipeg	Saskatoon	Charlottetown
Whitehorse	Ottawa	Yellowknife
Halifax	St. John's	Toronto
Edmonton	Calgary	Iqaluit
Victoria	Saint John	Kelowna
Montreal	Quebec City	



Complete Day 8: Assignment 9 in your Assignment Booklet.

## Looking Back

Were you able to solve Bob and Jay's problem in the story "A Small Lot"?

Do you think you are improving your ability to solve problems? Why or why not?

List the different kinds of homes you read about.

What new things did you learn about an inner-city community?

## Story Time

Relax and enjoy the story!

Turn to Assignment Booklet 3A and complete Day 8: Learning Log. Have the student include his or her comments.

## Sharing Time

Choose something you did today that you would like to share with a friend or family member. You could share one of the following:

- Read "A Small Lot."
- Show your illustrations of a word with two meanings.
- Talk about all the different kinds of homes you have read about.
- Show someone all the cities you located on the map of Canada.



## Day 9: Favourite Places

Is there a place you like to go to in your village, town, or city where you can relax or enjoy yourself?

You will be reading, writing, and talking about special places just like that.



## Calendar Time

Review the days of the week and the months of the year.

Place your thermometer outside. Leave it there for ten minutes. Continue with your other calendar activities.

Say the days of the week aloud.

Discuss the current weather with the student.

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



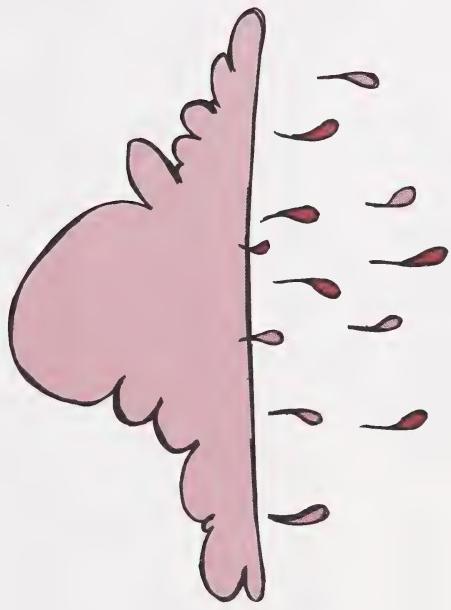
What is the weather forecast for today?

Discuss today's forecast with the student.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Discuss the current weather with the student.

Go outside and get your thermometer. In red mark the temperature on the following thermometer. Record it on the line.



Have the student check the temperature from Day 8 and record the answers on the lines.

Is today's temperature higher, lower, or the same as the temperature on Day 8? \_\_\_\_\_

How many degrees higher or lower is the temperature today than on Day 8? \_\_\_\_\_

The student will record his or her body temperature four times throughout the day. Explain that when the student sees the symbol, it's time to measure and record his or her body temperature. Help the student measure his or her temperature now and record it on the chart.



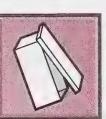
Take the first reading of your body temperature now. Record the time and your temperature in the chart.

Refer to the Home Instructor's Guide for information about the chart.



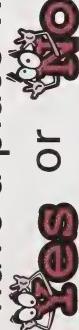
Work on Module 3: Day 9.

## Journal Time



Take out your journal. Turn to the Reading Response section.

Do you have a place where you can go to relax? Circle **yes** or **no**. Where is it? What do you like to do there?



Write about the place where you go to relax. Draw a picture of it in your journal.

## Music and Movement



Listen to “Nature’s Lullaby”

Locate the song “Nature’s Lullaby” in the *Ideas That Sing!* Volume 1 CD. Play it for the student.

Find a comfortable spot to listen to the song “Nature’s Lullaby.” Imagine yourself in the place where you like to go. Relax as you let the images of the song fill your mind.

Now you can sing along to the song. Following are the words to “Nature’s Lullaby.” Read them aloud.

## Nature's Lullaby

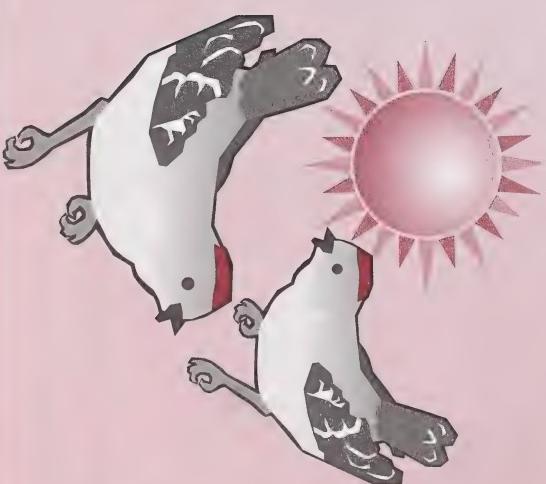
Sunrise and sunset,  
 The days march by,  
 All of the seasons  
 Pass under our skies,  
 Love has a way of  
 Filling each space,  
 Love shines out brightly,  
 It shows you its face.

Day after day, night after night,  
 Shoreline and sea meet  
 While gulls dance in flight,  
 Love is the same way,  
 It comes and it grows,  
 It's there for asking,  
 Every heart wants to know.

### CHORUS

Sleep my child,  
 Sleep my child,  
 Sleep until  
 The brand new day.

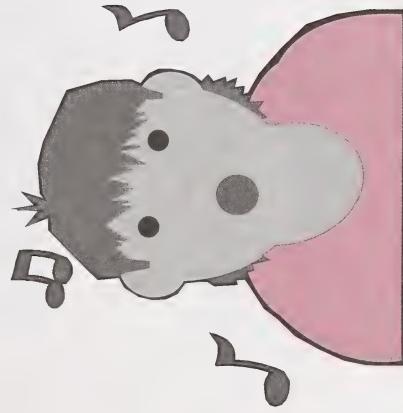
(Repeat)



<sup>1</sup> Jerry Brodey, "Nature's Lullaby," in *Ideas That Sing!* Volume 1, Kim and Jerry Brodey (Toronto: Kim and Jerry Brodey, 1988), 36. Reproduced by permission.

What do you think of this song?

How does it make you feel? Does it make you think of your favourite place?



Talk about the song. Explain anything the student may not know or understand.

Play the song. Follow the text and sing along with the student. Discuss the student's feelings about the song.

As you sing the song, move along to the music. Imagine you are a different animal or creature each time the music changes.

Play the song a second time. Encourage the student to interpret the music through movement just as he or she did in Day 7—by flying like a bird, swimming like a fish, creeping like a spider, and swaying like an elephant. Have the student think of other creatures to imitate as the music plays. Move to the music with the student.

This exercise focuses on cardiovascular endurance and developing a sense of rhythm.

Play the student's favourite piece of music that has a peppy beat and encourage the student to move in time with the music.

Refer to the Home Instructor's Guide for information about the swim activities.

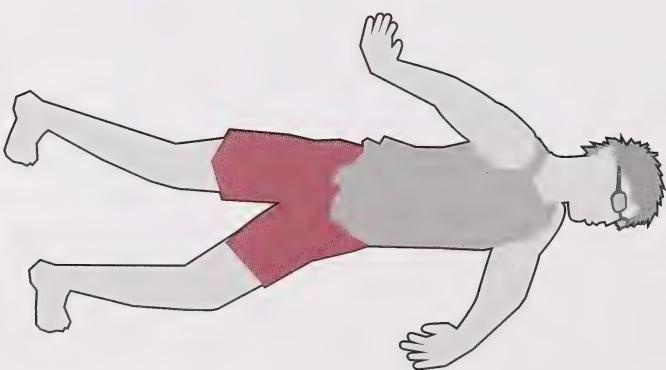


## Music and Movement

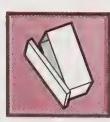
Do you know how to swim? Your home instructor will help you do some different swimming movements.

Pretend you are at your favourite beach.

Take the second reading of your body temperature now. Record the time and your temperature in the chart.



## Reading

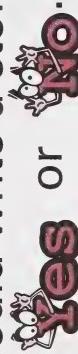


Take out the book *People! Places!*.

Turn to the story "A Small Lot." Read the story aloud.

The boys in the story "A Small Lot" had a problem.

Do you think you could write a story that tells about a problem? Circle **yes** or **No**.



**yes** or **No**.

Use the elements of the story "A Small Lot" to help you. Who were the **characters** in the story? What was the **setting**? What was the **problem**? What were the **events**? How did the boys **solve** the problem?

Review the elements of a story using the characters, setting, events, problem, and solution from "A Small Lot."

When an author writes a story, he or she first plans what to write.

Eros Keith, the author of "A Small Lot," had a plan. He started with a problem the boys had to solve. Then he planned what would happen.

You can plan your own story the same way an author does.

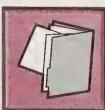


On the chalkboard, whiteboard or chart paper, write the story elements in a diagram. An example is given for you in the Home Instructor's Guide. Brainstorm ideas for a problem and its solution with the student. Decide on the characters, setting, and events together, and fill in the story diagram. Add other characters and settings as the story progresses. Explain that the events of the story need to help solve the problem.

Check for spelling, punctuation, and capitals. Ensure the story has been revised, edited, and proofread.

Refer to the Home Instructor's Guide for information.

Take out lined paper.



When you have your plans complete, write your story.

Give your story an interesting title.

After you have written the story in your best handwriting, illustrate it.

Enrichment (optional)



If you have time, your home instructor will give you a new activity.

## Words from the Story

These words are from "A Small Lot." Read them to your home instructor.

almost

either

live (d)

sure

afternoon

Remember, if you have a hard time saying a word, you can look at how it starts. Then try sounding it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help you.

Saying a word correctly helps you spell it correctly. Say each of the words correctly to your home instructor. Listen to the letter sounds in each word.

Practise the **look – say – cover and see – write – check** way of learning to spell these new words.

Use the new words to complete these sentences.

1. We'll go shopping this \_\_\_\_\_.
2. We're \_\_\_\_\_ there!
3. Are you \_\_\_\_\_ about that?
4. Stanley said he liked it when his family \_\_\_\_\_ in the city.  
\_\_\_\_\_.
5. That night Jay couldn't sleep. Bob couldn't sleep  
\_\_\_\_\_.

The answers are afternoon,  
almost, sure, lived, and either.

Have the student print the answers on the lines. The words are **sure**, **afternoon**, **most**, either, and **live**.

Print the answers to the following on the lines.

What rhymes with **pure**? \_\_\_\_\_

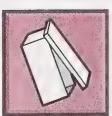
Print the **compound** word. \_\_\_\_\_

What is the little word in **almost**? \_\_\_\_\_

Remind the student to use the new words for help.

Unscramble these letters—**hieert**—to make a word.  
\_\_\_\_\_

What word means the opposite of **die**?  
\_\_\_\_\_



Take out five white index cards.

Print the five new words on the index cards. Put the cards on your Word Wall.

 Take out your *Collections Writing Dictionary*.

**Print the five new words in your dictionary.**



If there are any other words from “A Small Lot” that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

 **Take the third reading of your body temperature now. Record the time and your temperature in the chart.**

Help the student with measuring and recording his or her body temperature now.

**Silent Reading**

Both you and the student read silently for ten minutes.

**Enjoy your reading time.**



## Fun with Phonics

Guide the student to understand that the two

beginning consonants of the words in the first column have two distinct sounds, whereas the two beginning consonants of the words in the second column stand for one sound.

Read the following words aloud.

**stars**      shine  
**bring**      when  
**black**      chair  
**sting**      the

If you say the blends **st**, **br**, and **bl** slowly, you can hear the two distinct sounds in each.

When you say **sh**, **wh**, **ch**, and **th**, you can hear only one sound in each.

The letters **sh**, **wh**, **ch**, and **th** are called **consonant digraphs**. That means you hear only one sound when two consonants are together.

"Wh," "sh," "ch," and "th" are called *consonant digraphs*. Have the student say the words in the two columns again and tell how many consonant sounds they hear at the beginning of each word.

Sometimes consonant digraphs can be found at the end of words.

Read the following words aloud. With an orange crayon, circle the consonant digraphs at the end of the words.

dish      **bench**      tooth

On the following lines print the sentences you hear your home instructor say. In yellow, circle the words which have consonant digraphs.

Dictate the following sentences for the student to print.

1. Look at that funny chimp.
2. Shut the door!

---

---

---

3. What is your name?

4. That dish is chipped.

Check the spelling, punctuation, and circled words afterward with the student. The words with consonant digraphs are that, chimp, shut, the, what, that, dish, and chipped.

3. \_\_\_\_\_

4. \_\_\_\_\_

Refer to the Home Instructor's Guide for information.

You will now be working with consonant digraphs **sh**, **th**, **wh**, and **ch** in your phonics book. (You will leave pages 111 and 112 to do later. You will make the fold-out book on pages 113 and 114 later, too.)



Do pages 115 and 116.

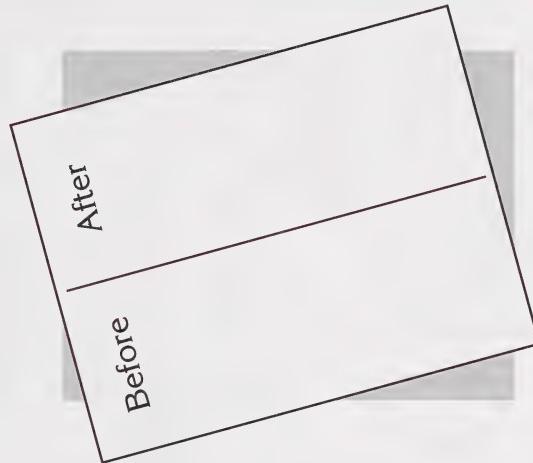
### Make It Beautiful

Brainstorm and list things in a T-chart on the chalkboard, whiteboard, or chart paper that would make a vacant lot look dirty and uninviting. The student can look at the illustrations in the story "A Small Lot" for ideas. Then list the things that could be done or added to make it a place where people would like to go.

How could you make it into a place you could go to relax?

 Take out a sheet of unlined paper.

On one-half of the page, draw the dirty vacant lot. On the other half of the page, draw the vacant lot looking like a place you would like to go to play or relax.



Using the ideas from the T-chart, have the student draw a before-and-after picture of the lot. Draw a line down the middle of the page. Have the student print "Before" on the left-hand side, and "After" on the right-hand side. The "before" picture will show the lot looking cluttered and dirty and the "after" picture will show it looking clean and inviting.

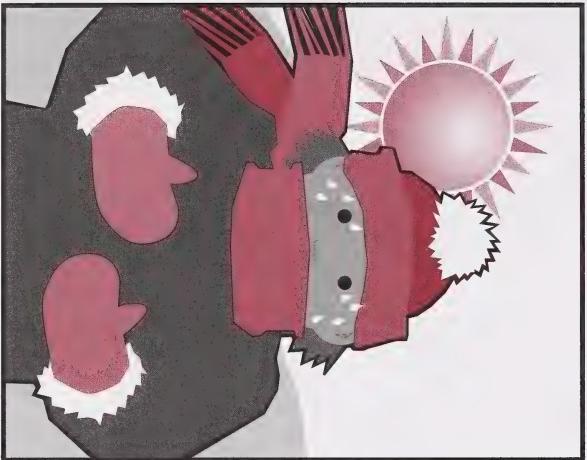
## I Feel Just Right

In your personal journal this morning, you wrote about your favourite place to relax.

If you're too cold or too hot, can you feel relaxed?  
Circle  **yes** or  **no**.

People like to feel comfortable so they can relax.

Look at the following pictures. Do these children look comfortable?  
Circle **Yes** or **No**.



One child is shivering and the other one is sweating. They're not comfortable at all.

People are **warm-blooded**. That means that the temperature of the human body is always the same—whether you are outside on a cold winter day in Yellowknife, Northwest Territories or outside on a hot summer day in Lytton, British Columbia.

The temperature of a human body is **constant**—it never changes! It's always the same.

Your normal body temperature is about **37°C**.

If your temperature goes up or down, from your normal temperature it means you are sick or ill.

Discuss the terms *warm-blooded* as having the same temperature regardless of the surrounding temperature. Look up Lytton, BC and Yellowknife, NWT on the map of Canada or in the atlas. Explain that Lytton is known as the hot spot of Canada because of its record hot temperatures in summer, and Yellowknife is one of the ten coldest places in the world.

Have the student look up the word constant in the dictionary.

Explain that *sweating* cools off the body and *shivering* warms it up.

Under certain conditions (eating spicy foods, exercise, excitement, anxiety, extra clothing) the body sweats and releases moisture from the pores on the skin, which then evaporates. It's the evaporation of the water (*sweat*) that cools the skin and reduces body temperature. A very high temperature called *fever* also triggers sweating.

Explain that shivering (a form of exercise) moves the body and warms it up increasing the body temperature.

The girl in the picture is sick. Her temperature is up and she feels very hot. She has a **fever**. The girl is **sweating**.

When your body temperature is up, you sweat. Your body is trying to get rid of the extra heat in your body. Sweating helps to cool your body.

If your body temperature goes up to 39 °C or more, you have a fever.





The boy in the picture is ill, too. His temperature is down and he feels very cold. The boy is **shivering**.

When your temperature is down, you shiver. Your body is trying to warm up to get your temperature back up to normal. Shivering helps to warm your body.

If your body temperature drops as low as  $33^{\circ}\text{C}$ , it can be very dangerous. This is called **hypothermia**.

Help the student with measuring and recording his or her body temperature now.

 Take the last reading of your body temperature now. Record the time and your temperature in the chart.

The student answers the question orally. Ask the student to consider why his or her body temperature changed throughout the day. Discuss how various things can temporarily raise body temperature, such as food, extra clothing, excitement, anxiety, and strenuous exercise. Normal body temperature varies during the day. It is generally lowest upon awakening in the morning, and highest around 4:00 or 5:00 p.m. Most children have higher body temperatures than adults and seem to have more daily variation.



Study the chart. Did your body temperature change during the day? Circle  Yes or  No.

Why do you think it changed?

On the lines write what you found out about your body temperature.

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Complete Day 9: Assignment 10 in your Assignment Booklet.

## Looking Back

What was your favourite part of the day?

What did you find easy to do? Why?

Was there anything that you found difficult to do?  
Why?

Was it interesting taking your temperature throughout the day? Why?



The student may say his or her body temperature changed during the day depending on what he or she was doing. (After physical activity, the temperature rose. After lunch, it rose again. When resting or in the morning, it was lower.) Check for spelling and punctuation.

Turn to Assignment Booklet 3A and complete Day 9: Learning Log. Have student include his or her comments.

**What did you think of the story you wrote this morning? Why?**

## Story Time

Relax and enjoy the story!

## Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you may like to do one of the following:

- Sing "Nature's Lullaby."
- Read "A Small Lot" or any of the other stories you have read in the last few weeks.
- Read the story you wrote this morning.

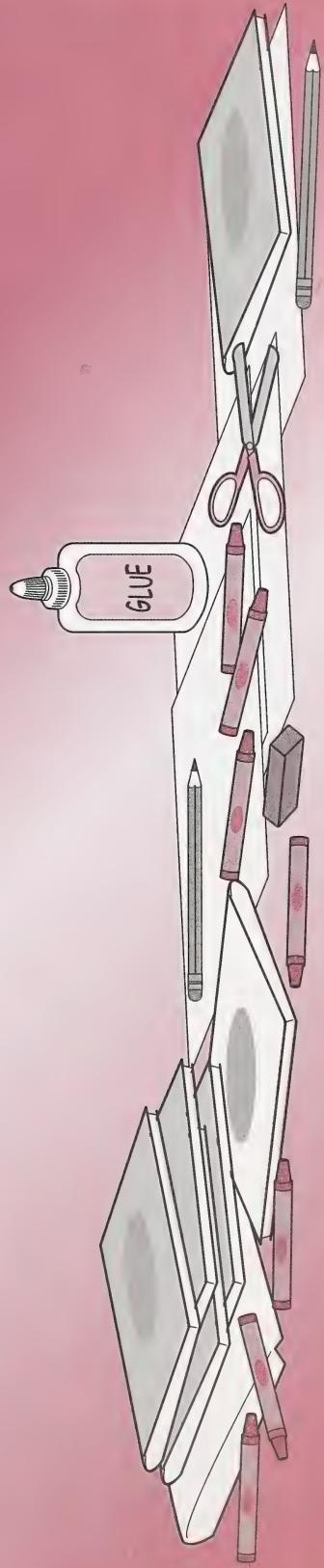
- Take someone's temperature. Tell all you know about body temperature.
- Show your before-and-after picture of the vacant lot.
- Talk about your favourite place to relax. Ask about other people's favourite places.





# Appendix

## Image Credits Cut-out Learning Aids



# Image Credits

## Title Page

Corel Corporation

## Welcome Page

EyeWire Collection/Getty Images

## Contents

Corel Corporation

## Page

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7	PhotoDisc Collection/Getty Images	143	PhotoDisc Collection/Getty Images
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37	<b>others:</b> PhotoDisc Collection/Getty Images	183	Corel Corporation
	<b>top left:</b> EyeWire Collection/Getty Images	184	PhotoDisc Collection/Getty Images
	<b>middle left:</b> EyeWire Collection/Getty Images	187	PhotoDisc Collection/Getty Images
45	<b>others:</b> PhotoDisc Collection/Getty Images	189	© 2002–2003 www.clipart.com
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**Calendar Picture**









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